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ABSTRACT

Described and evaluated is the 1972-73 Mark Twain Internship Program, a demonstration project to train teachers of emotionally disturbed adolescents who experience learning and human relations difficulties. It is noted that the program was sponsored by the Montgomery County, Maryland public school system and was funded under Title IV, Education of the Handicapped Act. Sections I and II cover aspects such as the program's history, goals and context and provide an overview of program operations and management (including curriculum and staff development). Evaluated in Section III is attainment of such program objectives as establishing a teacher education faculty for the Mark Twain center, formulating intern selection procedures, developing a competency-based teacher training curriculum, and implementing learning experiences for trainees in five competency areas: psychoeducational assessment, human relations, curriculum development, behavior management, and systems analysis. Section IV summarizes the report. Appendixes include a list of desired competencies and behavioral objectives, evaluation forms, and descriptions of evaluation instruments. (LH)

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THE MARK TWAIN TEACHER INTERNSHIP PROGRAM FOR THE PREPARATION OF PERSONNEL IN THE EDUCATION OF ADOLESCENTS WITH SPECIAL NEEDS

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Mark Twain School
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

March, 1974

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Superintendent of Schools

EC073407

JUN 02 1975

MARK TWAIN TEACHER INTERNSHIP PROGRAM

1972-73 Program Year

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I. INTRODUCTION

The Mark Twain Teacher Internship Program is in its second year of operation as a Montgomery County Public Schools program for the preparation of personnel to teach adolescents with special needs. The Internship Program was preceded by a Staff Development Institute which trained the staff of Mark Twain School in the skills and techniques needed to work with emotionally handicapped adolescents; it served as the first step in establishing Mark Twain School as a staff development center for the teaching of adolescents with emotional and learning problems. Supported by a special innovative project planning grant from the U.S. Office of Education, Bureau of Education for the Handicapped, the six-month Institute developed the basic teacher training curriculum and format on which the Internship Program has been based. A report on the Mark Twain Staff Development Institude was submitted to the granting authority in 1972.

The Mark Twain Programs, including Mark Twain School and its satellite programs in other public schools, comprise the setting for the Mark Twain Teacher Internship Program. Mark Twain School provides an intensive short-term program for adolescents of at least average intellectual potential who are having learning and emotional difficulties. The Mark Twain School-Based Programs provide appropriate supportive educational services to students in their regular public school settings. The Mark Twain Teacher Internship Program, which intertwines staff development with service to students, serves as a public school alternative to graduate teacher training. Selected by Abt Associates, Inc., of Cambridge, Massachusetts, as one of 17 innovative training projects for case study during the 1972-73 school year, the Mark Twain Teacher Internship Program subsequently was included in "A Project to Assess, Document, and Spread Exemplary Programs in Education of the Handicapped" for the Bureau of Education for the Handicapped, reported in Volume IV, Manpower Development Case Studies, AAl Report No. 73-85, June 1973.

The present report focuses primarily on describing and evaluating the ten-month Mark Twain Teacher Internship Program which began in August, 1972, and ended in June, 1973. Some review of the 1971-72 Mark Twain Staff Development Institute and the preparation for the 1973-74 Internship Program will be included. Progress toward the basic goal of developing and implementing a public school training program for personnel to teach adolescents with emotional and learning difficulties will be examined and assessed. Section I presents the history of the program, its goals and objectives, and the context within which it operates. Section II provides an overview of program operations. Progress toward attainment of program goals with recommendations for the future are presented and discussed in Section III. Section IV summarizes the report.

HISTORICAL BACKGROUND

Like other school systems across the nation, Montgomery County Public Schools has become increasingly concerned about students who are unable to succeed in academic tasks and human relationships and about the shortage of facilities and trained personnel to work with them. Many of these students are adolescents who are overwhelmed by failure. They fail to achieve academically, to exercise proper judgment, to organize their thoughts and energies for constructive activities, and to behave in socially acceptable ways. These continuing failures isolate them from their peers and alienate them from adults. Without resolution of these problems,

a large number of these young people will enter the community with poor vocational and social preparation and with strong feelings of inadequacy and hostility. Many withdraw from work or social demands and become a burden on the community.

In order to prevent this waste of human resources, a 1961 Youth Services Advisory Committee began considering programs which would better serve the students of Montgomery County with special needs. To promote the development of strategies and the delineation of services necessary to implement a comprehensive, county-wide supplementary education program, a grant was awarded to Montgomery County Public Schools in 1966 under the Elementary and Secondary Education Act to study the feasibility of designing and operating a model demonstration school for children whose special needs were not being met by existing school programs. One of two recommendations with highest priority was the development of multilevel school programs for the "evaluation, education, and adjustment of emotionally handicapped adolescent boys and girls in three types of settings." These were to include a "year-round day program in a special school for seriously handicapped adolescents, programs in selected junior and senior high schools for students able to function with appropriate support in the regular school environment, and a satellite school for mildly retarded adolescents who are emotionally handicapped" (MCPS, 1967).

Implementation of the first part of this recommendation was approved by Montgomery County Public Schools, and the appointment of the supervisory staff of Mark Twain School was completed by September, 1970. At the same time, the second part of the recommendation was implemented when Mark Twain School-Based Programs were launched on a pilot basis in three junior high schools. The Mark Twain Programs serve as a means of fulfilling a commitment toward implementation of the Continuum of Educational Services, shown in Appendix A. The continuum concept is a plan to provide educational services to all children according to the degree of program specialization needed to meet the severity of the problem. Implementation of continuum programming requires the preparation of additional personnel with special training at all levels of educational service. From the earliest planning for Mark Twain School, its role as a teacher education center was recognized and documented in its basic objectives. Toward this end, in April, 1971, the Montgomery County Public Schools received a grant under Title IV of Public Law 91-230, Education of the Handicapped Act, to supplement funding of the Mark Twain Staff Development Institute. Following that grant period (July 1, 1970, to June 30, 1972), a two-year continuation grant (FY 73 and FY 74) was awarded to develop the project as a prototype for continuing staff development, the Mark Twain Teacher Internship Program.

Now beginning its second year of operation, the Mark Twain Teacher Internship Program helps fill the growing need at Mark Twain School and Mark Twain School-Based Programs, as well as at other Montgomery County schools, for trained personnel to work with adolescents who have special needs.

FACILITIES

Mark Twain Programs provide the setting for the Mark Twain Teacher Internship Program. The major portion of the training, including the seminars, takes place at Mark Twain School. Montgomery County public schools which are sites for the Mark Twain School-Based Programs are used, along with Mark Twain School, for practicum experience. County and area special education facilities, both public and private, are additional training resources.

Mark Twain School

Mark Twain School is one of five special schools in the Montgomery County Public Schools system. Located on 22 acres in Rockville, Maryland, and constructed at a cost of $3.2 million, the school opened for students in February, 1972. To establish an educational environment with balanced groups of students in small units, based on age, physical maturation, and social development, Mark Twain has been arranged as three schools within one. The lower school is composed of 2 instructional teams, each with 50 students 10-12 years old, Grades 5-7, staffed by 6 teachers and 1 team leader. The middle school comprises 100 students, aged 12-14, Grades 7-9, with 12 teachers and 2 team leaders. The upper school consists of 50 students, aged 14-19, with 6 teachers and 1 team leader.

The major objective of Mark Twain School is to provide a short-term individualized educational program for preadolescents and adolescents of at least average intelluctual potential who are having difficulties in human relationships, self-organization, or learning problems so that they can return and function well in a regular school. Scholastic skills are developed through a task-oriented curriculum, highly individualized to meet the specific needs of each student. Students' strengths and weaknesses are identified by perceptual, cognitive, and affective assessment and the results used to design appropriate instructional materials and techniques. The intent of the instructional program is to remediate deficiencies while maintaining academic progress. At the same time, emphasis is placed on the development of appropriate behaviors for positive interaction with peers and adults. Each student is assigned to a teacher/advisor who counsels him and serves as his liaison with other staff members.

Three seminar rooms were designed for training purposes when the school was built. Also potentially available for training are 26 classrooms, 3 science labs, 7 art labs, 37 offices, 6 conference rooms, and 1 observation room. The Instructional Resources Center, available to trainees, contains a print collection of 3,500 items, 4,000 nonprint items (tapes, filmstrips, etc.) and professional periodicals. Trainees have the opportunity to consult with support staff including a psychologist, psychiatrist, social workers, nurse, medical advisor, and researchers, in addition to teaching and staff development personnel.

Mark Twain School-Based Programs

Mark Twain School-Based Programs were operating during the 1972-73 school year in 12 Montgomery County public schools--3 senior high schools, 8 junior high schools, and 1 middle school. These programs serve as practicum sites for the trainees.

School-based teachers provide support to regular classroom teachers by diagnosing student difficulties, both academic and social, and providing for remediation plans. They suggest appropriate activities, materials, and techniques to use with these students. They develop classroom alternatives with and for teachers and may serve as tutors. Trainees have the opportunity to work with the resource teachers and with the regular classroom teachers and to utilize the resources of the school where the program is based.

Area Special Education Facilities

A large number of public and private facilities providing specialized educational, therapeutic, and residential services are located in the area. Various organizations providing services to youth are invited to send representatives to Mark Twain School to present to the trainees information about community organizations, facilities, and individuals dedicated to providing and improving services to county youth. Trainees visit sites and participate in group discussions to share their experiences and increase their understanding of resources in the area. Organizations visited during the 1972-73 internship are listed in Appendix B.

Other Resources

The Montgomery County Public Schools Curriculum Library, containing approximately 20,000 volumes, and the Instructional Materials Center of Montgomery County Public Schools, are available to trainees.

PROGRAM EVALUATION

The purposes of the evaluation of the Mark Twain Teacher Internship Program are to provide appropriate and timely information:

1. During the planning prototype development year so that revisions in the program can be based on this evidence and implemented as feasible (formative evaluation)

2. At the end of each year and/or major sequence so that judgments can be made based on that information with regard to trainee competencies, effectiveness of training activities, and progress toward the development of the prototype program (summative evaluation)

According to its continuation proposal to the Bureau of Education for the Handicapped (May, 1972), the Mark Twain Teacher Internship Program is "intended to test the feasibility of establishing a teacher development center within operational public school programs for adolescents with special needs, and presents an alternative mechanism for attracting and preparing manpower for education of youth facing serious problems in living." As such, the program anticipates several additional results:

1. Montgomery County will be served with the preparation of personnel to implement its continuum of educational services to learning and emotionally handicapped children.

2. The program will serve as a prototype for others with similar needs.

3. The prototype will be an innovative competency-based model for preparing teachers to work effectively with children and staff.

The purposes, goals, and subgoals of the project as presented in the objectives section of the proposal were reviewed to develop clear statements of the scope of the evaluation. This resulted in a restatement of the program goals and objectives and in a set of evaluation objectives to form the basis for communication and action. Table 1 shows the program and evaluation goals and objectives.

TABLE 1

Program and Evaluation Goals and Objectives

Program	Evaluation
Goal: To establish the school as a specialized staff development center for the preparation and continuing development of personnel to work in educational programs serving preadolescents and adolescents	Goal: To establish evaluation procedures to provide appropriate and timely information during the formative stages of the project for program feedback and modification as well as to determine overall project effectiveness
Objective 1. To identify and establish a teacher-education faculty for the Mark Twain teacher-development center Objective 2. To develop processes and procedures for recruitment and selection of teacher interns Objective 3. To develop a competency-based teacher-education curriculum Objective 4. To implement the learning experiences and activities that will ensure participant attainment of competency in each of the following areas: a) Psychoeducational assessment and programming b) Human relations and counseling c) Curriculum development and implementation d) Behavior management e) Systems analysis and consultation Objective 5. To develop a functional system and methodology for evaluating knowledge, attitudes, and skills in five specific teacher competency areas Objective 6. To increase the number of trained personnel serving emotionally handicapped children	Objective 1. To assess faculty qualifications to determine if they are sufficient for performing required functions and duties Objective 2. To assess the effectiveness and feasibility of the recruitment and selection processes Objective 3. To assess the adequacy of the multicompetency-based teacher-development curriculum for its comprehensiveness and internal consistency Objective 4. To assess each participant completing the training program for his competency in each of the following areas: a) Psychoeducational assessment and programming b) Human relations and counseling c) Curriculum development and implementation d) Behavior management e) Systems analysis and consultation Objective 5. To assess competency assessment techniques for validity, reliability, examine appropriateness, and administratiive feasibility Objective 6. To determine if personnel completing the training program are effectively serving emotionally handicapped children and are utilizing learned competencies

Evidence acceptable to the program staff as well as the activities and tasks required to obtain it have been identified for each evaluation objective. The statement that this program is following a competency-based model, however, has grown in significance since the original proposal. As a result, the current evaluation report addresses some criteria (such as three suggested by Rosner, 1972) which were not clearly developed prior to the implementation of the 1972-73 program activities.

The evaluation personnel are members of the Mark Twain School staff. Because of this circumstance, an independent educational accomplishments audit (an external evaluation designed to assess the appropriateness of evaluation procedures, both design and implementation) was contracted with Dr. Malcolm Provus, director of the Evaluation Research Center, University of Virginia. A separate audit report will be submitted to the funding agency and to the local school system.

II. PROGRAM DESCRIPTION

The previous section introduced the Mark Twain Teacher Internship Program, its goals and objectives and the context within which it was created and operates. This section presents a description of program operations in relation to the program objectives as shown in Table 1, page 5.

Progress has been made toward attainment of all objectives. The 1971-72 six-month Mark Twain Staff Development Institute trained 37 graduates who served as the original staff of Mark Twain School. Following the Institute, the Mark Twain Teacher Internship Program was established to prepare additional personnel for teaching adolescents with special needs. The 1972-73 and 1973-74 Mark Twain Teacher Internship Programs are ten-month training efforts. These programs use a performance-based curriculum, still in development, to help interns achieve competency in the five basic areas of psychoeducational assessment, human relations and counseling, curriculum development and implementation, behavior management, and systems analysis and consultation.

ESTABLISHMENT OF A TEACHER-EDUCATION FACULTY

The emphasis in the Mark Twain Teacher Internship Program is on a competency-based model with integration of academic instruction and practicum experiences. The strategy for program staffing also revolves around the concept of competency areas. Thus, each of five basic competency areas is coordinated by a member or members of the Mark Twain Programs staff. Each competency area coordinator has responsibility and authority for developing and arranging the implementation of learning experiences in his basic competency area, in consultation with his planning staff and the training director. The role of competency area coordinator is intended to assure staff responsiveness to the needs and reactions of trainees and to provide for consistency and direction in meeting program objectives. While visiting instructors, consultants, and guest lecturers make an important contribution to the overall program, the nature and thrust of the educational program is determined by the Mark Twain Programs staff. The Mark Twain Programs staff assumes the major share of actual instruction and all of the practicum supervision of interns.

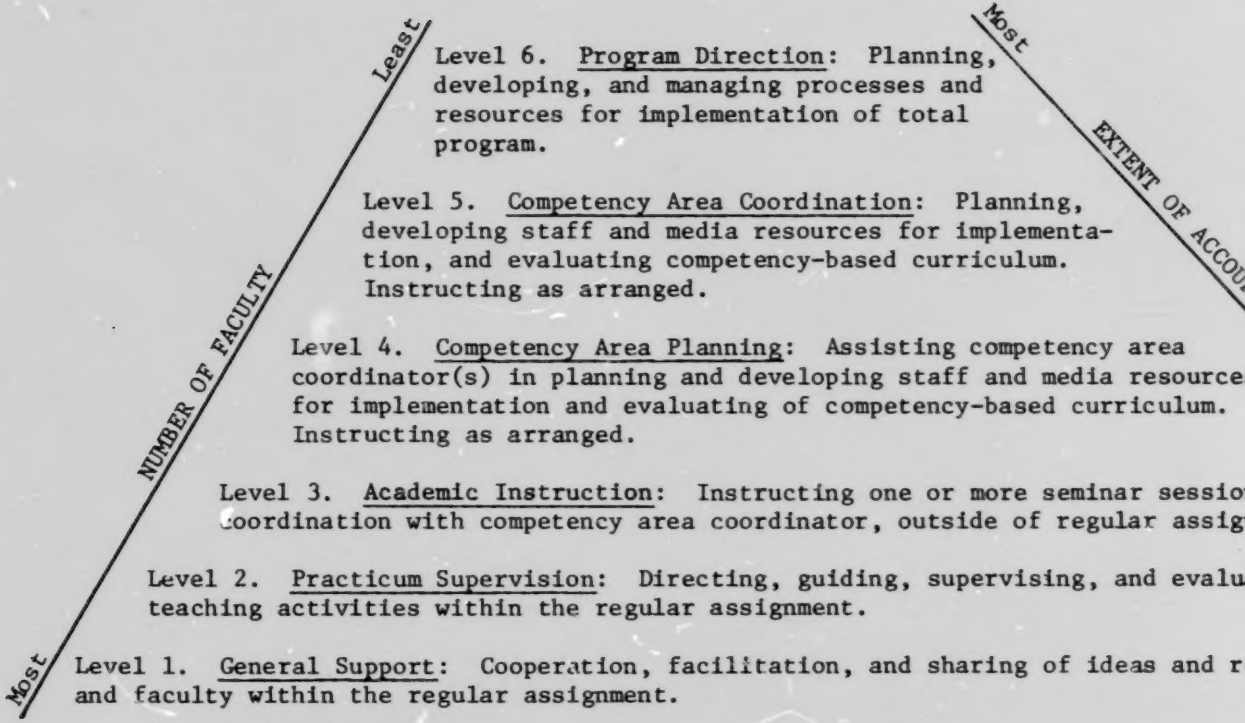

Most
NUMBER OF FACULTY
Least
Most
EXTENT OF ACCOU
Level 6. Program Direction: Planning, developing, and managing processes and resources for implementation of total program.
Level 5. Competency Area Coordination: Planning, developing staff and media resources for implementation, and evaluating competency-based curriculum. Instructing as arranged.
Level 4. Competency Area Planning: Assisting competency area coordinator(s) in planning and developing staff and media resource for implementation and evaluating of competency-based curriculum. Instructing as arranged.
Level 3. Academic Instruction: Instructing one or more seminar sessio coordination with competency area coordinator, outside of regular assig
Level 2. Practicum Supervision: Directing, guiding, supervising, and evalu teaching activities within the regular assignment.
Level 1. General Support: Cooperation, facilitation, and sharing of ideas and r and faculty within the regular assignment.

Fig. 1. Levels of Staff Responsibility in Mark Twain Teacher Education

Least

Level 6. Program Direction: Planning, developing, and managing processes and resources for implementation of total program.

Level 5. Competency Area Coordination: Planning, developing staff and media resources for implementation, and evaluating competency-based curriculum. Instructing as arranged.

Level 4. Competency Area Planning: Assisting competency area coordinator(s) in planning and developing staff and media resources for implementation and evaluating of competency-based curriculum. Instructing as arranged.

el 3. Academic Instruction: Instructing one or more seminar sessions, in rdination with competency area coordinator, outside of regular assignment.

Practicum Supervision: Directing, guiding, supervising, and evaluating practicum activities within the regular assignment.

eral Support: Cooperation, facilitation, and sharing of ideas and resources with interns ithin the regular assignment.

Most

EXTENT OF ACCOUNTABILITY & INVOLVEMENT

Least

. 1. Levels of Staff Responsibility in Mark Twain Teacher Education Programs

Figure 1 presents the continuum model used for defining levels of school staff responsibility in the Mark Twain Teacher Internship Program. There are currently about 80 professional staff within the Mark Twain Programs, of whom 47 have participated actively in the operation of the internship program.

Level 1 responsibility (general support) is the minimal expectation for all school faculty. Level 2 responsibility (practicum supervision) is arrived at through the mutual desire of Mark Twain Programs staff and internship administration and is exercised within the regular professional work day. Thirteen members of Mark Twain School staff and 18 School-Based personnel have served as practicum supervisors. Levels 3, 4, and 5 responsibilities (Academic Instruction, Competency Area Planning, and Competency Area Coordination) are optional (for staff) and require an informal contractual agreement between the internship administration and the interested staff member. Levels 3, 4, and 5 faculty positions are paid appointments under a second job title of "In-Service Consultant." Appointments are made on the basis of availability, commitment to training, and expertise in the relevant competency area. During the 1972-73 Internship Program, 14 of the Mark Twain School staff and 15 of the School-Based Programs staff were appointed as in-service consultants.

In addition to the faculty of Mark Twain Programs, training support was provided by Montgomery County Public Schools resource staff and outside consultants. Twenty-one experts were called in for presentations in their special fields.

The 1972-73 faculty for the Mark Twain Teacher Internship Program is shown in Appendix C.

RECRUITMENT AND SELECTION OF INTERNS

The Mark Twain Teacher Internship Program of 1972-73 had a total of eight participants, who were selected in August of 1972 from among 21 applicants. The group included six women and two men whose prior classroom experience ranged from less than one year to nine years. One intern held a master's degree, and four were working toward graduate degrees at universities in the area.

Six of the eight interns were teaching in Montgomery County Public Schools prior to entry into the program. The school system allows teachers who have worked in the schools for seven or more years to take one year of academic leave with 50 to 60 per cent of their annual salary, depending upon the length of time they commit themselves to remaining in MCPS. However, since the program hoped to attract teachers with a broad range of experience, an arrangement was made whereby tenured school system teachers with only two to six years of experience would be granted "Unusual and Imperative" (U and I) leave to participate in the program and still receive 50 to 60 per cent of their salaries. The two participants who had not previously taught in Montgomery County received no salary. Selected characteristics of interns are listed in Table 2.

The same detailed and rigorous selection procedures used for the original Staff Development Institute of 1971-72 were used for the 1972-73 Internship Program. The procedures were designed to provide relevant data from multiple sources regarding the qualifications of applicants.

TABLE 2

Selected Characteristics of Mark Twain Teacher Interns

Characteristic	Internship Year	
	1972-73	1973-74
Age		
Over 40	1	0
31 - 40	1	4
30 and Under	6	4
Sex		
Male	2	3
Female	6	5
Education		
Bachelor's Degree	3	5
Master's Degree	1	0
Master's Degree in progress*	4	3
Classroom Teaching Experience		
7 years or more	2	2
2 - 6 years	5	6
Less than 2 years	0	0
None	1	0
Years in MCPS		
7 years or more	0	2
2 - 6 years	6	4
Less than 2 years	0	0
None	2	2
Previous Assignment		
Secondary School Teacher	2	3
Elementary School Teacher	5	4
Nonteaching	1	1

*Indicates graduate study in a degree program. Does not include nondegree or in-service course work.

Recruitment procedures consisted of (a) announcement of teacher internships in the Superintendent's Bulletin, (b) orientation sessions for interested persons, and (c) dissemination of basic information and reference material about the program. Because of delayed notification of funding continuation from the Bureau of Education for the Handicapped, applicants could not begin to be accepted until June, 1972. Two orientation sessions were held to give interested teachers basic information and reference materials on the program and the planned selection process.

The selection process consisted of two phases. Phase I was a review by a Selection Committee of four sources of data on applicants:

1. A summary of the applicant's MCPS personnel folder
2. Mark Twain Supplementary Application Form
3. Personal references obtained by telephone or mail
4. Group interview

The Selection Committee was made up of eight persons, including the Internship Program director, two representatives from the Mark Twain Competency Coordination Group (Level 5 staff), the Mark Twain School principal, the supervisor of School-Based Programs, two representatives from the MCPS Department of Staff Development, and one representative from the MCPS Department of Professional Personnel.

Those applicants who passed Phase I returned for Phase II which consisted of intensive individual interviews. Observation of applicants' classroom performance, which was part of the selection process for many participants in the 1971-72 Staff Development Institute, was not included since applications could not be invited until the close of the school year. A maximum of 16 internships had been authorized for 1972-73, twelve for regular MCPS teachers with two or more years of successful experience and four for teachers not currently employed by MCPS but with high potential for successful future service.

Recruitment and selection of interns for the 1973-74 program began in February, 1972, and followed the same rigorous procedures with the additional requirement of a minimum of 2 years of successful classroom experience. Some characteristics of the eight selected from among 27 applicants also are found in Table 2.

CURRICULUM DEVELOPMENT

The curriculum for the Mark Twain Teacher Internship Program (1972-73) was based on a ten-month, full-time learning experience. This curriculum was comprised of an integrated schedule of seminars, practica, and individual projects organized around the development of trainee competence in five basic areas. Competency area coordinators were responsible for redefining subcompetencies and identifying performance and behavioral objectives relevant to each subcompetency. The presently defined 15 subcompetencies and their related performance and behavioral objectives are found in Appendix D. The five basic competency areas, examples of subcompetencies, performance objectives, and topics covered follow:

1. Psychoeducational Assessment and Programming

Two subcompetencies relate to (a) the ability to complete psychoeducational profiles and (b) use of these profiles in planning programs for individual students. Performance objectives for the first subcompetency, for example, involve the ability to administer and interpret assessment instruments in the affective, perceptual, cognitive, and educational domains and to integrate data from these instruments into a valid psychoeducational profile. Curriculum units covered the following topics: extracting and categorizing data from pupil cumulative records; nature of intelligence; measuring intelligence, achievement, and aptitude; cognitive development and classification of skills in the cognitive domain; perceptual development and assessment; assessment of specific learning disabilities; techniques for teaching children with specific learning disabilities; assessment of learning styles and human relationships; and planning student program adjustments.

2. Human Relations and Counseling

The three subcompetencies in this area include (a) the ability to comprehend and communicate effectively in an educational setting, (b) the ability to interact with empathy, respect, specificity, self-awareness, and self-acceptance in an educational setting; and (c) the ability to facilitate attainment of humanistic educational objectives in groups. An example of a performance objective for this competency area is the demonstration of ability to comprehend communications, in terms of content and feelings, with students and peers, in a counseling interaction. Curriculum units covered the following topics: counseling as helping human relations; nature of helping relations: process and dimensions; systematic human relations training: empathy, respect and specificity; improving human relations; discriminating content from feeling; issues in application of counseling skills to the classroom setting; counseling the reluctant student; strategies for developing a curriculum for counseling; classroom group discussion techniques; and self-acceptance and self-awareness as basic counseling functions.

3. Curriculum Development and Implementation

Four subcompetencies are specified in this area. These are (a) the ability to plan and organize an instructional system, (b) the development and selection of appropriate curricula for special students, (c) the planning and implementation of appropriate learning activities and teaching strategies, and (d) the selection and development of appropriate resource materials. One performance objective specified is the demonstration of ability to integrate strategies from various sources into a curriculum appropriate to students. Curriculum units covered the following topics: organizing the learning environment; student planning and feedback techniques; formulating behavioral and performance objectives to meet cognitive and affective needs; curriculum planning strategies; strategies for teaching: role playing, synectics, inquiry, and value clarification; curriculum approaches to humanistic and aesthetic education; games and simulation techniques; and selection and development of instructional materials; procedures, criteria, matching to learning problems and special characteristics, values of multimedia, and types of equipment and material available.

4. Behavior Management

The following three subcompetencies are defined: (a) the ability to establish and reinforce behavioral values, expectations, and limits in an educational setting; (b) the ability to identify and teach strategies for coping with conflict and frustration in an educational setting; and (c) the ability to develop and use teacher-intervention techniques to effectively manage disruptive school behavior. A related performance objective is the application of operant, surface-management, and life-space interviewing principles in problem situations. Curriculum units covered include the following: criteria for identification of emotional disturbance; alternative approaches to educating children with special needs; clarifying behavior values and limits; strategies for reinforcing behavior values; types and sources of conflict in adolescence; coping with frustration; intervention techniques for disruptive behavior; and surface management, life-space interviewing, and operant procedures.

5. Systems Analysis and Consultation

Three subcompetencies relate to (a) the ability to formulate and communicate concepts of family and community systems, (b) the use of organizational processes for resolution of student conflicts, and (c) consultation with others for understanding student and staff behavior within a system. An example of a performance objective is the demonstration of ability to assess how family, community, and educational factors affect student functioning in a particular school setting. Curriculum units include the following topics: understanding the system; function of roles, values, and norms; concept and importance of communicated expectations; models for effecting system change; crisis resource teacher; diagnostic-prescriptive teacher; problem solving through systems analysis; the family as a system; understanding relationships in a family system; a model for teacher consultation; critical incidents for consultation; styles and objectives of teacher consultation; and positive intervention in negative feedback cycles.

The content of all courses is being organized into curriculum packets containing relevant objectives, sequenced instructional units, learning activities, resource materials, and evaluation activities and criteria. In addition, a core set of objectives will be specified as required for all trainees; others will be designated as elective depending on the trainee's individual strengths, weaknesses, and plans for future teaching.

LEARNING EXPERIENCES AND ACTIVITIES

The 1972-73 Mark Twain Internship Program provided a 41-week training schedule of 104 two-and-one-half-hour seminar sessions and 33 weeks of practice teaching in both Mark Twain School and School-Based Programs. The 10-month learning experience began in late August, 1972, and ended in late June, 1973. A variety of activities were included, which may be grouped as (1) seminars, (2) practica, and (3) individual projects.

1. Seminars

Seminars are the basic elements for competency-based instruction in the Mark Twain Teacher Internship Program. Seminars were conducted in each competency area under the direction of the competency area coordinator and involved a specified number of group sessions. Each seminar session usually was structured to include explicit subject content as well as spontaneous discussion.

2. Practica

Practicum experiences are supervised applied learning situations in which the intern participates directly in activities that are real samples of professional role function and responsibility. Two major practica were offered:

a. Practice Teaching

Interns were required to complete at least 600 hours of supervised teaching in Mark Twain School and Mark Twain School-Based Programs. Interns were placed in both the Mark Twain School and a School-Based Program during the first and second of three practice teaching cycles. The third cycle was a more extended, almost full-time practice teaching experience arranged on the basis of individual interest and specific training needs.

During practice teaching cycles, the intern was assigned to a particular teaching team, with one member of that team identified as the primary supervisor. The intern and his supervisor sought to develop shared practicum objectives and met regularly to discuss progress and issues related to those objectives. Progress has been made on identifying practicum goals and expectations within each practicum placement site and relating them to competency area objectives.

b. Practicum in Techniques to Facilitate Human Relations

All interns participated in a small self-study group with a trained group leader. The purpose of this laboratory group is to promote increased self-acceptance and awareness through direct experience of facilitating activities. In this applied context, interns had ample opportunity to explore many areas of human relations such as sharing concerns and reactions, seeking and providing feedback, listening and consulting, transition and separation, and confronting limits and expectations.

3. Individual Projects

Interns were expected to pursue at least two areas or units of study that were particularly suited to personal needs and interests. Elective projects were offered in each competency area as well as in a cross-competency area relating to issues in special education and analysis of teaching. Most projects were developed for application to actual teaching roles. Individual projects were arranged with appropriate competency supervisors and completed during the final practice teaching cycle of the internship. Each project involved approximately 30 hours of work, including supervision, and resulted in the award of one in-service credit upon satisfactory completion.

The 10-month internship was divided into four learning sequences--an initial 5-week sequence and three 11-week sequences (fall, winter, and spring). The sequences were designed to keep pace with interns' developmental needs (e.g., beginning with general problems of adolescents and ending with considerations in consulting with other teachers).

The fall, winter, and spring sequences were followed by one-week periods of review and evaluation. During these periods, interns were expected to demonstrate competencies gained during the sequence, complete instructional assignments, and participate in program and self-evaluation. The schedule can be seen in Figure 2.

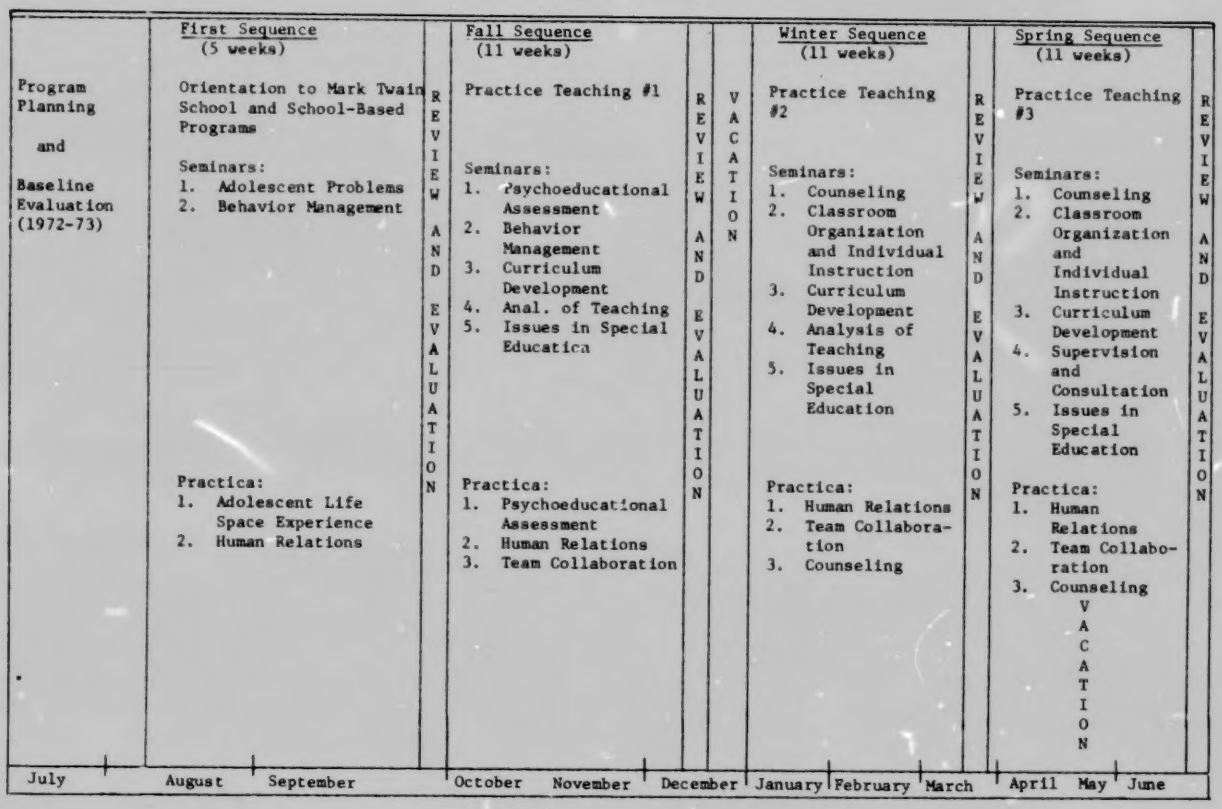
DEVELOPMENT OF INTERN EVALUATION METHODOLOGY

A variety of procedures, both formal and informal, were used to assess intern attainment of competency. Validating tasks were presented as part of seminar instruction, as outside assignments, and during review and evaluation periods. In keeping with the model of performance-based instruction, interns were given multiple opportunities to improve performance until reaching acceptable levels. In March, May, and June, 1973, interns received status reports of progress toward meeting program objectives. The results of performance measures along with informal observations were used by instructors for ratings on seminar performance in the subcompetencies. In addition, interns were rated by each of their three practicum supervising teachers to indicate the extent to which the subcompetency was in evidence at the practicum site. Practicum ratings were weighted and averaged with the seminar rating, producing a final grade point average for each subcompetency. Final grade point averages were then categorized and subcompetency performance recorded as Highly Effective, Effective, or Needs Strengthening. Finally, Level 5 Program staff assigned a consensus rating of the extent to which the intern demonstrated the highly valued and encouraged personal characteristics of (1) emotional stability, (2) positive interpersonal relations, and (3) initiative. The Intern Evaluation Form is found in Appendix E.

Development of a functional system of evaluating the effectiveness of the program includes, in addition to measuring attainment of competencies by interns, determination of (1) a procedure for integrating evaluation data into program modification, (2) the validity and reliability of measurement instruments used, and (3) how program events contribute to competency attainment.

Events were monitored during the year, resulting in continual modification of schedules, instructional format, and requirements. Weekly feedback from and to interns on program implementation and progress was accomplished through written and verbal means from the first week of the internship.

The review and evaluation (R and E) periods following each program phase were used to identify discrepancies between stated or desired objectives and actual processes and to recommend action to reduce these discrepancies. For example, following the December, 1972, "R and E" week, greater priority was assigned to identification and accomplishment of practicum objectives and less to completion of new seminar assignments; as a result of the March, 1973, "R and E" week, schedules for final intern assessment in June were revised to reduce anxiety and excessive task load.



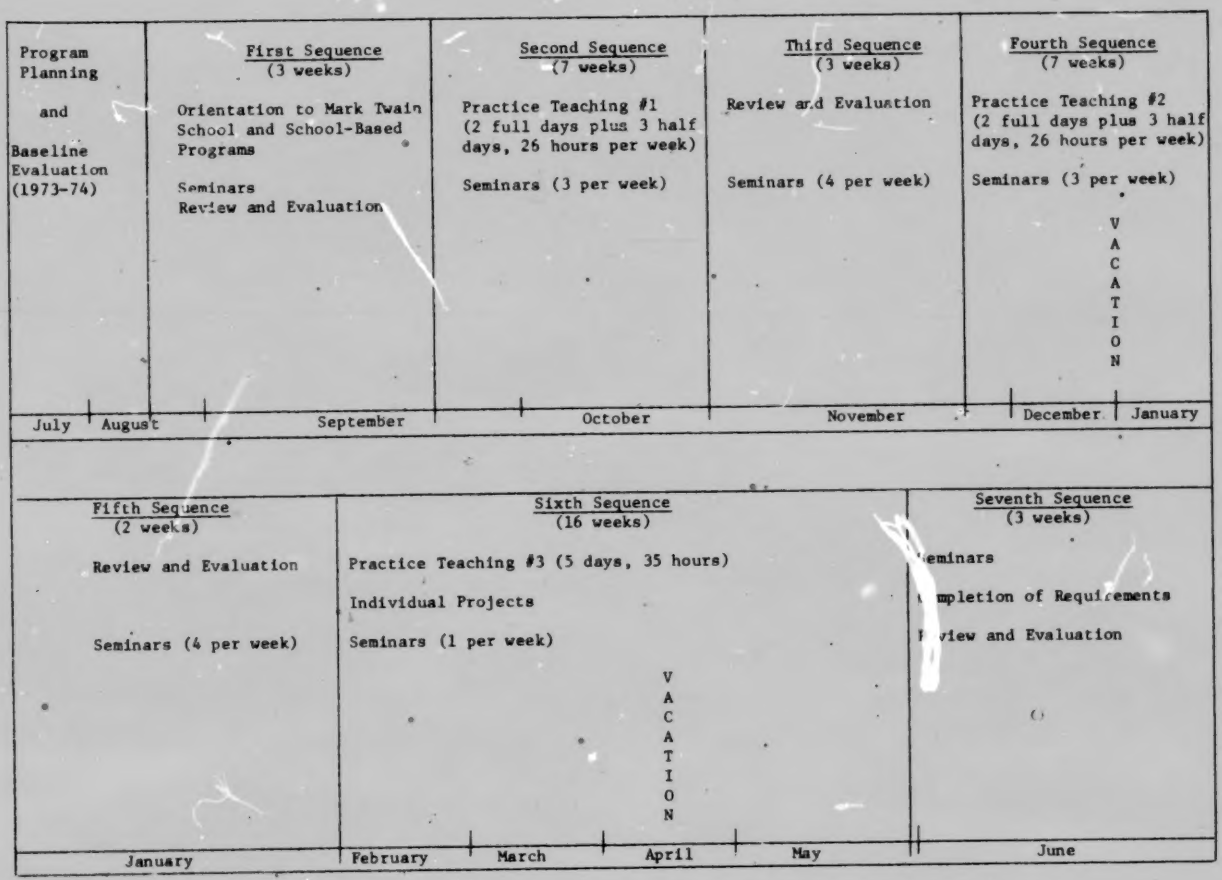


Fig. 2. Mark Twain Teacher Internship Program Schedule, 1972-74

Much progress was made on the development of teacher-made tests of competence. Some specific task was required, as a demonstration of either skill or knowledge, for most of the stated performance objectives. These will be further refined during the 1973-74 Internship Program. Work has begun on instruments to measure teaching behavior under actual or simulated classroom conditions at the subcompetency level. These will be used as independent validation of the related instructor-made performance objective criteria and, possibly, as criteria for certification.

During the 1972-73 Internship Program, instruments were developed to test the validity of the program and its relevance to the performance of various roles in the teaching of adolescents with special needs. These include (1) a critique of the instructional program by the interns (Appendix F) and (2) a critique of the Mark Twain Staff Development Institute by graduates who have now performed successfully for more than a year as teachers in Mark Twain School (Appendix G). In addition, pre- and postinternship surveys now provide indications of group shifts in values and attitudes toward adolescents, student behaviors, teaching, and self after exposure to the program.

STAFF DEVELOPMENT

Inherent in the concept of the Mark Twain Programs is the conviction that student growth and progress hinges upon the skill, sensitivity, and flexibility of the faculty. Service to pupils is thus seen as intertwined with staff development. The ultimate goal of the Mark Twain Teacher Internship Program is to develop open, mutually supportive, resilient, effectively coping educators who can, through words and actions, truly sustain a "humanizing educational environment" both for themselves and their students.

The Staff Development Program began with the implementation of a six-month institute for the staff of the Mark Twain School (from July 1, 1971-January 14, 1972). This institute provided a solid base from which Mark Twain is expanding its continuing education mission for educational personnel throughout the school system as well as for its own staff. Of the 38 participants in the 1971-72 institute, 37 accepted employment and 32 are still employed in Mark Twain Programs. Seven of the eight 1972-73 interns have accepted employment either in Mark Twain School or in School-Based Programs. In addition, of the 80 professional staff within Mark Twain School and School-Based Programs, almost 50 participated in internship program instruction.

Montgomery County Public Schools, through the State of Maryland, has approved the program for the awarding of in-service credits toward professional development and additional certification in special education for originally certified teachers. In 1972-73, 16 in-service credits of instruction were offered to interns through seminars. Ten in-service credits were awarded for completion of practice teaching (600 hours) in both Mark Twain School and School-Based Programs. One-credit individual projects, laboratory groups, or survey units brought the core competency-based curriculum to 30 in-service credits, as shown in Table 3. Adjustments have been made in the 1973-74 schedule so that each competency area can offer a seminar course carrying three in-service credits (Table 3). These will be opened as individual in-service courses during the fall semester to Mark Twain Programs faculty and in the spring semester to interested MCPS teachers in addition to being the core courses of the 1973-74 Internship Program.

TABLE 3

Summary of In-Service Courses and Credits for
Mark Twain Teacher Internship Program

Competency Area	Instructional Component	Credits 1972-73	Credits 1973-74
Psychoeducational Assessment and Programming	Psychoeducational Assessment Seminar	3*	3*
	Psychoeducational Assessment Project	1	1
Human Relations and Counseling	Individual and Group Counseling Seminar	3*	3*
	Counseling Project	1	1
	Techniques in Human Relations	1*	1*
Curriculum Development and Implementation	Curriculum Development and Implementation Seminar	4*	3*
	Curriculum Project	1*	1
Behavior Management	Behavior Management Seminar	3*	3*
	Behavior Management Project	1	1
	Adolescent Development Seminar	1*	
Systems Analysis and Consultation	Systems Analysis and Consultation Seminar	3*	3*
	Systems Analysis Project	1	1
Cross-Competency		(600 hrs.)	(900 hrs.)
	Practice Teaching	10*	14*
	Issues in Special Education	1* - 3	1
	Analysis of Teaching Minicourse	1	1
	Adolescent Life Space Experience	1	1

Notes:

1. Required credits indicated by asterisks.
2. Two elective credits required.
3. Credits needed for graduation = 30 in 1972-73 and 32 in 1973-74.
4. Maximum credits attainable = 34.

Montgomery County Public Schools has, by directing Mark Twain to develop staff as well as students, moved to provide a mechanism for self-renewal.

III. EVIDENCE OF ATTAINMENT OF OBJECTIVES

This section will review and evaluate the evidence of attainment of the six program objectives designed to meet the primary program goal, the establishment of Mark Twain School as a specialized staff development center for the preparation and continuing development of personnel to work in educational programs serving preadolescents and adolescents. The six program objectives are:

Objective 1

To identify and establish a teacher-education faculty for the Mark Twain teacher-development center

Objective 2

To develop processes and procedures for recruitment and selection of teacher interns

Objective 3

To develop a competency-based teacher-development curriculum

Objective 4

To implement the learning experiences and activities that will ensure participant attainment of competency in five specific areas

Objective 5

To develop a functional system and methodology for evaluating knowledge, attitudes, and skills in five specific teacher competency areas

Objective 6

To increase the number of trained personnel serving emotionally handicapped children

These objectives were developed in planning the Internship Program based on the experience of the Mark Twain Staff Development Institute and, with the development of corollary evaluation objectives, serve as the basis for evaluation of the Mark Twain Teacher Internship Program.

OBJECTIVE 1

Program Objective 1

To identify and establish a teacher-education faculty for the Mark Twain teacher-development center

Evaluation Objective 1

To assess faculty qualifications to determine if they are sufficient for performing functions and duties

Evidence of Attainment of Objective 1

A. Professional Preparation and Previous Experience of the Mark Twain Teacher Internship Staff

Responsibility for the Mark Twain Teacher Internship Program is a continuum with major involvement and accountability for both planning and instruction at Levels 5 and 6 (see Figure 1, page 8). The professional preparation and previous experience of staff at these levels is given in detail in Appendix H. Of the eight staff members at these levels, five have advanced degrees, two at the master's and three at the doctoral level. All are involved in supervisory or instructional aspects of the Mark Twain School or the Mark Twain School-Based Programs.

B. Weekly Intern Feedback

Throughout the year, interns commented each week on the events of that week in seminars and practica. Intern Feedback Forms requested, in addition to the listing of activities found especially useful or not useful, specific suggestions for improvement of various aspects of the program. The completed forms were circulated to seminar and practicum coordinators, as appropriate, and used as formative evaluation of program and instruction. Feedback ranged from "...was great, time flew, filled to the brim," "Tuesday's _____ seminar was excellent," "Good!", "_____'s performance exceptional," to "_____'s seminar was a bomb!" and, "_____'s seminar was overwhelming and difficult to understand." Whenever possible, suggestions of participants were implemented.

As a result of feedback from 1972-73 interns, a number of actions were taken. A special consultant was not rehired for the 1973-74 internship. Fewer visiting speakers were scheduled. Feedback concerning practicum supervision and coordination resulted in the redefining of the practicum coordinator's role as completely facilitative rather than as including an evaluation function.

C. Ratings of Effectiveness by Participants

During the 1972-73 internship period, procedures were developed and implemented for program participants to assess internship faculty performance. At the conclusion of their training, interns responded anonymously to a questionnaire designed to elicit their opinions about several aspects of the program. Questions 1-12, 18, and 21-b refer specifically to instruction. Since the information was to be used for program revision and improvement, answers were requested separately for each competency area. The questionnaire and summarized ratings can be found in Appendix F. In general, interns expressed moderate to high satisfaction with faculty performance. Responses averaged at a rating of 3.8 on a 5-point scale, with greatest satisfaction expressed in response to questions on instructor availability, helpfulness, and preparation. The average rating of the teaching skill of instructors (Q. 18) was 3.36 on a scale of 5; the average rating on the effectiveness of instruction (Q. 21-b) was 3.45 on a scale of 5.

In July, 1973, Mark Twain School staff who had been participants in the 1971-72 Mark Twain Staff Development Institute were asked to respond to a questionnaire designed to elicit their opinions of their training program. Institute graduates, after performing in the roles for which they were trained, expressed a moderately high level of satisfaction, with responses averaging 3.4 on a 5-point scale. Generally, ratings for personal interactions with the instructional staff averaged somewhat higher (near 4 on a 5-point scale), while ratings for instructor effectiveness at transmitting useful knowledge and skills were somewhat lower (about 3). The questionnaire and summarized ratings can be seen in Appendix G.

Discussion and Recommendations

The Mark Twain Teacher Internship Program is now in its second year of operation following the six-month Mark Twain Staff Development Institute. The success of this program provides strong support for the assumption that an internship faculty, drawn from the Mark Twain Programs staff, is qualified by training and experience to perform the functions and duties necessary for program planning and delivery.

A rigorous formal evaluation of faculty qualifications was not accomplished during the program year. The criterion problem, that is, the determination of qualifications needed to perform specified duties, proved to be complex and requires considerable developmental work. Therefore, the limited resources available were directed toward acquiring the information presented above.

The resulting evidence, obtained through weekly feedback and from surveys of current participants and one-year graduates, offers data relevant to the effectiveness of instruction. Formative assessment of faculty performance by means of weekly feedback was generally positive. A number of adjustments of function, changes of personnel, and modification of schedules and activities were made, at least partially, on the basis of weekly feedback. This means of obtaining and utilizing weekly feedback should be continued. Results from the summative program participant questionnaire concerning effectiveness of instruction also were generally favorable. Ratings were slightly higher for the Psychoeducational Assessment and Programming, Human Relations and Counseling, and Behavior Management Competency Areas. These higher ratings may be attributable to the fact that these competency areas are in a more advanced stage of development than are the areas of Curriculum Development and Implementation and Systems Analysis and Consultation. One-year graduates of the program rated the effectiveness of instruction favorably but slightly lower than did current interns. The faculty for those two program years, however, were substantially different.

Recognizing the fact that the solution of the problem of determining criteria for qualifications specific to role duties and functions would exceed the resources available for the next program year (the final grant year), the following recommendations are made:

Duties and responsibilities of each faculty position, including practicum supervisors, should be more clearly described.

Qualifying criteria for faculty positions should be described, i.e., education, relevant experiences, publications, demonstrated competence, etc.

Criteria should be established to enable experts to judge the "quality" of the faculty based on the above information plus participant ratings of instructor effectiveness.

Since academic instruction and competency area planning and coordination are paid appointments under a second job title of "In-Service Consultant," consideration should be given to making practicum supervision a paid appointment; it, too, is integral to program operation and requires considerable commitment to the training mission.

OBJECTIVE 2

Program Objective 2

To develop processes and procedures for recruitment and selection of teacher interns

Evaluation Objective 2

To assess the effectiveness and feasibility of the recruitment and selection processes

Evidence of Attainment of Objective 2

A. Feasibility and Effectiveness of Recruitment

Recruitment for the 1972-73 internship did not begin until June, 1972, when the Continuation Grant was approved. Considerable public interest and inquiry had been generated by the Staff Development Institute and the opening of Mark Twain School to students. The major recruitment effort was an advertisement placed in the Superintendent's Bulletin, a weekly publication circulated to all MCPS personnel. Twenty-one people completed application for participation in the program. In order to elicit a larger number of applicants for the 1973-74 internship, recruitment efforts began in February, 1973. In addition to periodic announcements of the program in the Superintendent's Bulletin, presentations were made to nine selected MCPS groups. Three orientation sessions were held at Mark Twain School to publicize the program and to invite applicants. Twenty-seven applications resulted from the recruitment efforts for 1973-74.

Of the 21 applicants for the 1972-73 internship, 7 withdrew their applications, 1 after Phase II selection for the program. Of the 27 applicants for the 1973-74 internship, 11 withdrew their applications, 1 after Phase II selection. See Table 4 on page 22 for final disposition of applicants for Mark Twain Teacher Internships.

B. Feasibility and Effectiveness of Selection

The selection process for interns required completion and review of personnel data, applications, and references, as well as group and individual interviews. As indicated in Table 4, of the 21 applicants for the 1972-73 internship, 8 were accepted, 5 were not recommended, and 1 was recommended for reapplication the following year. Of the 27 applicants for the 1973-74 internship, 8 were accepted, 7 were not recommended, and 1 was recommended for reapplication the following year.

TABLE 4

Final Disposition of Applicants for
Mark Twain Teacher Internships

	1972-73		1973-74	
	MCPS	Non-MCPS	MCPS	Non-MCPS
Recommended and Accepted	6	2	6	2
Not Recommended	3	2	5	2
Withdrew After Selection*	1	-	1	-
Withdrew Before Selection**	4	2	8	2
Recommended for Reapplication Next Year***	1	-	1	-
Total	15	6	21	6

*In both cases, personal reasons not related to finances or lack of M.A. degree.
**Most frequent reasons given: Financial; no M.A. degree.
***Insufficient teaching experience.

Discussion and Recommendations

The recruitment procedure for 1972-73 proved less effective than desired, resulting in only 21 applicants, 7 of whom withdrew their applications. Earlier and more extensive recruitment efforts for 1973-74 resulted in only a few more applicants. Personal financial considerations and the program's lack of a degree granting authority seem to be significant deterrents to applicants.

In view of the difficulty of recruiting teachers with seven or more years experience in Montgomery County Public Schools, permission has been requested for flexible administration of the 12 internships, allowing the use of as many "U and I" appointments as needed to fill the 12 MCPS places with qualified applicants. The four non-MCPS internships have been retained with the addition of a prerequisite of at least one year of successful classroom experience.

It has been recommended that an additional financial option of 70 per cent of current salary be made available to MCPS interns. This option would require a signed commitment to continue in MCPS for at least three years. Such an option might attract more experienced teachers for whom the present options represent an unacceptable financial sacrifice, particularly for heads of families. In addition, a three year "pay-back" would fit well with the concept of career rotation along the educational services continuum.

The high rate of withdrawal of applicants seems to suggest some lack of clarity of information provided in recruitment efforts, particularly since the reasons stated for withdrawal were financial and degree-related.

The selection process, while lengthy and time-consuming, does indicate some degree of commitment on the part of both applicants and staff. The necessity of using the entire procedure for every candidate was illustrated by the fact that the intern who performed least effectively (ranking eighth) was accepted without complete selection data. The effectiveness of the selection process, resulting in only eight interns each year when 16 had been authorized, is subject to interpretation. While all eight interns selected for the 1972-73 program completed the program successfully, there is no evidence to indicate how applicants who were not selected might have fared in the program. In view of the fact that the preliminary evaluation plan called for 10 interns as evidence of successful recruitment and selection, it is tempting to reduce selection standards. However, because of the demanding nature of the program, it has been decided to maintain high selection standards and to follow complete selection procedures with emphasis on an intensified recruitment effort to increase the number of participants.

In order to increase the effectiveness and feasibility of recruitment and selection procedures, the following recommendations are made:

Recruitment efforts should be started in November and continued throughout the year.

Recruitment data from 1972-73 and 1973-74 should be analyzed to determine the feasibility of defining a target audience.

Possibilities for obtaining state authorization for the awarding of a M.A. degree following successful completion of the program should be explored.

OBJECTIVE 3

Program Objective 3

To develop a competency-based teacher-development curriculum

Evaluation Objective 3

To assess the adequacy of the multicompetency teacher-education curriculum for its comprehensiveness and internal consistency

Evidence of Attainment of Objective 3

A. Judgment by Program Staff

1. Competency area coordinators continuously reviewed and revised the curriculum through weekly group planning sessions. Learning outcomes based on priorities generally recommended in the literature for teachers of special children were specified for five learning areas in terms of 15 subcompetency statements. Each subcompetency is defined by statements of performance objectives, and these statements are further defined by statements of behavioral objectives (See Appendix D). Documentation of the curriculum has been obtained through session-by-session descriptions which include topic, instructor(s), learning activities, resource materials, evaluation criteria, related performance objectives, and behavioral objectives.

2. Practicum supervisors in both Mark Twain School and School-Based settings participated in development of the curriculum by rating the importance of the stated subcompetencies as they perceived them in relation to working effectively with adolescents with learning and emotional problems. The mean rating for each subcompetency was at High, or 5 on a scale of 1-5. These ratings and accompanying suggestions were used by the competency area coordinators in their modifications of desired learning outcomes and revisions of statements and definitions of learning objectives.

B. Judgment by Program Participants

1. Intern self-evaluation of curriculum competencies and completion of a form eliciting individual reflections on their experiences are measures supporting the adequacy of the curriculum. Median ratings on intern pre-post training self-evaluation of competencies show increases of one to four points (on a 7-point scale) for all items. The average increase in median ratings was greatest for Psychoeducational Assessment, Behavior Management, and Systems Analysis. Individual reflections show the interns to have increased feelings of professional competence, greater self-confidence, and heightened self-awareness as positive aspects of their experience. The practicum experience was cited by all as the major strength of the program, with positive group interactions mentioned second. Coordination between seminars and practicum and lack of degree granting authority were most often cited as weaknesses. The following quote is typical of many summary remarks: "I feel competent and able to teach [adolescents with emotional and learning problems], and I'm looking forward to [the start of the school year]. I'm pleased that I've had the opportunity and have grown personally."

   At the conclusion of training, the interns responded anonymously to a questionnaire about the instructional program. Evidence related to instruction and effectiveness of instructors was presented above with Objective 2. Mean ratings by interns across learning areas on scope of seminars and amount of material covered (Item 14), difficulty of material (Item 15), and emphasis placed on theoretical considerations (Item 17a) and practical aspects (Item 17b) were 3.2, 2.6, 3.1, and 2.8 respectively on a scale of 1 (not enough) through 3 (about right) to 5 (too much). Mean ratings by interns across learning areas on the usefulness of skills taught (Item 20) and overall value of seminars (Item 21a) were 3.5 and 3.4 respectively on a scale of 1 (poor) to 5 (excellent). Appendix F shows the items and mean responses. Practicum, a survey of schools (Systems Analysis), and counseling activities were listed most frequently as the most effective learning experiences.

2. Responses to a similar questionnaire by graduates who had participated in the Mark Twain Staff Development Institute were tabulated separately for teacher advisors and team leaders (Team Teachers, N = 20) and for physical education, arts, and other supporting teachers (Other Teachers, N = 16). The average rating on the relevance of learning areas to their role performance (Item IA) after more than 1 year on the job was 4.1 and 3.5 respectively on a scale of 1 (not relevant) to 5 (highly relevant). The groups differed markedly only on the Psychoeducational Assessment and Programming area; team teachers rated it 4.1 in relevance, while other teachers rated it 2.4. This finding is logically consistent with their

differing job duties. When indicating how adequately they felt they were prepared for their jobs (Item IB), team teachers rated at 2.7 and other teachers at 3.3 on a scale from 1 to 5. The groups agreed that somewhat too much emphasis was given to theory (3.8 and 3.7), and too little emphasis was given to practical aspects (1.6 and 1.8) (Item IC). It must be noted that practicum experience was gained on the job after (not during) the institute since the opening of Mark Twain School for students followed the training program.

In addition, institute graduates indicated how competent they felt in each learning area and if they felt in need of further training. The percentage of teachers indicating a feeling of competence averaged 66 per cent for team teachers and 71 per cent for other teachers for each goal area. Relatively few graduates felt the need for additional training, although felt need was somewhat stronger among teacher advisors and team leaders (Mean = 23%) than among other supporting teachers (Mean = 11%). Appendix G presents these results.

C. Judgment by Experts in the Field

The Maryland State Department of Education examined the curriculum of the 1971-72 Mark Twain Staff Development Institute and the Mark Twain Teacher Internship Program. Both programs were accepted as leading to endorsement of the participants' Maryland professional certificate in the area of special education. Participants also earned at least 30 in-service credits for successful completion of these training programs. The five basic learning area courses--Psychological Assessment and Programming, Human Relations and Counseling, Curriculum Development and Implementation, Behavior Management, and Systems Analysis and Consultation--were submitted to the MCPS Division of Career Programs for accreditation as individual in-service courses. Approval was granted for awarding MCPS personnel with three credits for each completed course.

Criteria are now being established so that a formal, comprehensive summative evaluation of the competency-based teacher-development curriculum can be accomplished by a group of outside "experts" as well as the program staff prior to the end of the funding period (August, 1974).

Discussion and Recommendations

The primary curriculum goal of the training staff during 1972-73 was specification of desired teacher competencies and description of the learning activities and experiences needed to promote their attainment. Although learning outcomes have been specified in terms of subcompetencies with defining performance and behavioral objectives, clear criteria for levels of specificity of the statements are only partially developed. In addition, the Curriculum Development and Implementation area has not yet established statements of behavioral objectives.

Cyclical feedback from participants and evaluative surveys of graduates were solicited and used in curriculum modification. Generally, ratings obtained from recent graduates were more favorable than from earlier graduates, suggesting improvement in the curriculum from one year to the next. The 1971-72 institute graduates felt moderately well prepared for their jobs. The major criticism of their training program was an over emphasis on theory and under emphasis on

practice. This imbalance was adjusted in the 1972-73 Teacher Internship Program with the requirement of over 600 hours of supervised practicum teaching. The adjustment is reflected in the more balanced theory-versus-practice ratings of the 1972-73 interns. The 1973-74 Internship Program puts still more emphasis on practicum with a requirement of 900 hours in teaching practice.

The part of the preliminary evaluation plan of May, 1972, calling for formal summative evaluation of the curriculum content for its comprehensiveness and consistency by both program staff and a panel of experts was not implemented during 1972-73. This is projected for 1973-74 after validating criteria have been established. Confidence in the content of the Mark Twain Teacher Internship Program, however, is supported by the following:

1. It is an integral part of an operating school and is planned and coordinated by a training staff actively engaged with pupils

2. The Maryland State Department of Education examined the curriculum and accepted it as sufficient for endorsement of professional certification in the area of special education

3. The MCPS Division of Career Programs has approved the basic courses for awarding in-service credit

4. The major curriculum content areas were directly related by learning area coordinators to competencies which were perceived by practicum supervisors as highly significant

5. Stated learning outcomes of the training program have a relationship to the conceptual models of competency and the priorities recommended in the literature for teachers of exceptional children (See Fagen and Long, Mackie, et al., and Tompkins.)

In order to increase the effectiveness of the curriculum, it is recommended that:

Development of explicit learning outcomes should continue with establishment of definitive standards for statements of objectives at various levels (sub-competency, performance objective, behavioral objective).

The relationship between the competency objectives of the five basic learning areas and competency priorities as recommended in the literature for teachers of exceptional children should be documented.

Coordination should be improved between practicum experiences and the content and learning outcomes of seminar instruction.

Specific criteria should be formulated for use as a standard for formal evaluation of progress toward the model of a competency-based teacher-education curriculum.

OBJECTIVE 4

Program Objective 4

To implement the learning experiences and activities that will ensure participant attainment of competency in (1) Psychoeducational Assessment and Programming, (2) Human Relations and Counseling, (3) Curriculum Development and Implementation, (4) Behavior Management, and (5) Systems Analysis and Consultation

Evaluation Objective 4

To assess each participant completing the training program for his competency in each of the above five areas

Evidence of Attainment of Objective 4

Learning sequences were presented for all five competency areas during a 41-week training schedule of 104 two-and-one-half-hour seminar sessions, 33 weeks of practice teaching, and a variety of individual projects. To accomplish the evaluation objective, three distinct but interdependent activities were conducted.

A. Assessment of Intern Competency at the Subcompetency Level

Intern assessment culminated in a final summary evaluation which indicated performance as Highly Effective, Effective, or Needs Strengthening for each of the 15 subcompetencies. All interns in the 1972-73 Mark Twain Teacher Internship Program completed the internship successfully, with final summary evaluations of effective or better in all subcompetencies, even though some specific task performances were scored as weak and some data were missing due to absence or task incompletion. Table 5 shows the number of interns in each evaluation category by subcompetency.

The final summary evaluation of interns was determined by a weighted integration of ratings from seminars and practica. Each competency area coordinator, using results obtained from both teacher-made tests and unstructured observations, subjectively rated each intern on a 7-point scale for each subcompetency in that learning area. At the end of each practicum placement, supervising teachers also rated the interns on the same 7-point scale for all of the subcompetencies which they felt the interns had the opportunity to demonstrate. The 3 ratings obtained for each intern in practicum were averaged in a ratio of 1:1:2, giving the last rating twice the weight of those received in earlier placements. For final ratings, the practicum and seminar ratings were combined in a ratio of 3:2. Adjustment in weights was made where less than 3 practicum ratings were used. For one subcompetency (2.3.), no practicum rating was made; the seminar rating comprises the entire final rating on that item.

B. Assessment of Intern Competency at the Performance Objective Level

The assessment of intern performance at the subcompetency statement level constituted a summative evaluation. Each subcompetency, however, is further defined by a set of performance and behavioral objective statements. Assessment of intern performance at that level is formative relative to competency attainment. The procedures and techniques for evaluation of intern progress

TABLE 5

Final Summary Evaluation of Interns by Subcompetency

Subcompetency*	Highly Effective	Effective	Needs Strengthening
1.1 Completion of a Psychoeducational Frofile	2	6	0
1.2 Use of Assessment Information	2	6	0
2.1 Effective Comprehension and Communication	6	2	0
2.2 Effective Interaction	6	2	0
2.3 Facilitating Humanistic Education in Groups	3	5	0
3.1 Development of Instructional System	5	3	0
3.2 Development of Appropriate Curriculum	6	2	0
3.3 Development of Learning Activities	5	3	0
3.4 Selection of Appropriate Materials	6	2	0
4.1 Establishment of Behavioral Goals	4	4	0
4.2 Identification of Teaching Strategies	5	3	0
4.3 Use of Intervention Techniques	4	4	0
5.1 Communication of Concepts of System	6	2	0
5.2 Use of Organizational Processes	5	3	0
5.3 Use of Consultation Process	5	3	0

*See Appendix D for complete statement of the subcompetencies.

toward competency (formative evaluation) are dictated by the statements of those defining objectives. Since both program and evaluation efforts are still in a developmental stage, intern progress toward competency was assessed only in relation to those performance objectives for which methodology has been developed. Interns were permitted to recycle tasks as often as necessary until an adequate level of performance was reached. In some few instances, by arrangement with the instructor, less than adequate scores were allowed to stand when they did not reduce overall scores below an effective level. However, no subcompetency final evaluation of Highly Effective could be reached without completion of all tasks at an adequate or better level. Judgment of the validity and reliability of the instruments and procedures used is presented with Objective 5. Assessment results at the performance objective level by competency area follow:

1. Psychoeducational Assessment and Programming

   Assessment of intern competency on the performance objectives for psychoeducational assessment and programming led to eight scores for each intern. These scores indicated the degree of competency (strong, adequate, or weak) as related to six of a total of nine defining performance objectives. Appendix J shows the number of interns scoring in each evaluation category by related performance objectives and assessment techniques. Although four scores on individual task performances were rated as less than adequate, other performances brought final grade point averages up to the effective level on all subcompetencies for all interns.

2. Human Relations and Counseling

   Assessment of intern competency led to 12 scores related to 6 of the 7 performance objectives. Appendix J shows the distribution of scores. Although some individual task scores originally received a rating of less than adequate, multiple opportunities were given to meet criteria. All interns averaged effective or better for each subcompetency.

3. Curriculum Development and Implementation

   Twenty-one scores relating to 12 of the 13 performance objectives represent the evidence collected for demonstration of competency. Appendix J shows the distribution of scores. After recycling, no individual task scores were rated as less than adequate; and all interns achieved effectiveness on the subcompetency level.

4. Behavior Management

   Assessment of intern competency resulted in 11 scores. These scores indicated the degree of competency of interns related to 7 of the 7 performance objectives. Distributions of scores by related performance objectives and assessment technique are shown in Appendix J. Although 3 individual task performance scores still were recorded as weak after recycling, final grade point averages rated all interns as effective on all subcompetencies.

5. Systems Analysis and Consultation

Assessment of intern competency resulted in 12 scores related to 9 of 9 performance objectives. Appendix J shows the distribution of scores. Two task performance scores were recorded as less than adequate, but effectiveness was achieved on the subcompetency level by all interns.

C. Assessment of the Impact of the Program on Attitudes and Values

A battery of tests was administered as a measurement of the impact of the training program on attitudes and values. A brief description of each instrument and a summary of median scores are shown in Appendices K and L, respectively. The Wilcoxen Matched-Pairs Signed-Ranks Test was used to test pre- and post-training score differences for statistical significance (Siegel, 1956). This nonparametric test utilizes information about both the magnitude and the direction of differences between pairs.

Based on previous findings (e.g., Fagen and Long, 1971; MCPS Report on Institute, 1972), the following hypotheses were generated:

1. A positive shift on the Minnesota Teacher Attitude Inventory, suggesting increased ability to interact effectively and promote mutual problem solving

2. Shifts on the FIRO-B toward more balanced and flexible interpersonal behavior

3. A positive shift on the "Inner Directed" scale of the Personal Orientation Inventory, indicating movement toward more of the characteristics of a self-actualizing individual

4. Shifts on the Teacher Practices Questionnaire in group role perception, with decreases in "disciplinarian" and "referrer" functions and increases in "counselor" and "motivator" functions

5. Positive shifts on the Profile of Organizational Characteristics in ratings of organizational characteristics, indicating increased preference for a democratic school organization

6. Shifts on the Problem Behavior Analysis, indicating a) anticipation of less frequent "Oppositional Behavior" and more frequent "Failure to Follow Through" and b) being less disturbed by "Overt Agressive Behavior"

7. Positive shifts on the Specialized Proficiencies for Working with Exceptional Children in confidence for "Knowing the Child," "Curriculum Materials and Methods," "Counseling and Behavior Management," and "Parent and Public Relations" and on both confidence and importance for "Testing and Psychoeducational Assessment," "Teacher as a Professional Team Worker," and "Teacher as a Worker," indicating increased confidence in their abilities and acknowledgement of the importance of these competencies

The Specialized Proficiencies for Working with Exceptional Children Questionnaire (SPQ) was administered to document the impact of the training program on participants' (1) confidence in their abilities in specialized competencies and (2) acknowledgement of the importance of these competencies. This list of teacher competencies was developed as part of a study, Qualification and Preparation of Teachers of Exceptional Children, conducted by the Office of Education. Some modification of items and format was made. Table 6 shows the relationship between the seven sections of the test and the five program learning areas along with the results of the statistical testing.

The changes in scores from pre- to postinternship were tested using the Wilcoxen Matched-Pairs Signed-Ranks test. Increases in confidence on six of seven sections were statistically significant, indicating positive changes in trainees' confidence in their competencies in those areas. A significant difference was not obtained for one of the sections, "Parent and Public Relations." This is not an unexpected outcome since a minimum of emphasis during the program year was placed on proficiency in this area. None of the statistical tests performed was statistically significant relative to changes in the importance trainees placed on the competencies. However, median pretest scores for importance attributed to the competencies were well above the midpoint of the scale.

Using the Wilcoxen Test, none of the six additional instruments showed a statistically significant difference in scores from pre- to posttraining except in isolated subscales. However, many scores were well above average on both pre- and posttest; and most observed changes were in the predicted direction. For example, the median scores for the Personal Orientation Inventory, Inner Directed (the major test scale) were converted to standard scores using adult norms at about 56 on the pretest and about 67 on the posttest. Similarly, Minnesota Teacher Attitude Inventory median scores placed the interns at about the 76th and 80th percentiles in the pre- and posttests respectively, compared with secondary academic teachers with five years experience. On the Teacher Practices Questionnaire, scores changed in the predicted direction for the roles of "Referrer" and "Motivator" but not to a significant degree.

Discussion and Recommendations

The 1972-73 Mark Twain Teacher Internship Program was carried to its logical conclusion with all interns reaching at least an adequate level of performance in all subcompetencies. Independent validation of trainee performance relative to stated subcompetencies, however, was not accomplished during this program year. Evidence of progress toward this long-range goal is more conceptual than the result of actual production and use of instruments and devices for competency-based certification. That is, successful completion of the program required mastery of stated competencies which was determined by skilled teachers and/or trainers through observation in the natural setting for role performance (e.g., classroom) and/or in the instructional setting (e.g., seminar); and a uniform rating instrument was used to obtain judgments. Ratings on interns were obtained for all 15 of the subcompetencies in the instructional setting and for 14 of the same 15 subcompetencies in the natural setting. To increase confidence in the final evaluation of intern competency, multiple ratings were pooled and were dependent upon the whole range of experiences and data available to the rater. However, the inclusion in final evaluations of practicum ratings obtained while instruction was still taking place may not be in keeping with the model of performance-based assessment.

TABLE 6

Relationship Between Learning Areas and Subtests of the Specialized Proficiencies for Working with Exceptional Children Questionnaire with Level of Significance of Change Scores for Importance and Confidence

Learning Area	Test Section	Significance
Psychoeducational Assessment and Programming	Knowing the Child	Importance N.S., Confidence*
	Testing and Psycho-educational Assessment	Importance N.S. Confidence**
Counseling and Human Relations	Teacher as a Professional Team Worker	Importance N.S. Confidence**
	Teacher as a Person	Importance N.S. Confidence**
Curriculum Development and Implementation	Curriculum Material and Methods	Importance N.S. Confidence**
Behavior Management	Counseling and Behavior Management	Importance N.S. Confidence**
Systems Analysis and Consultation	Parent and Public Relations	Importance N.S. Confidence N.S.

*Significant at the 5 per cent level.
**Significant at the 1 per cent level.

Assessment of interns relative to performance and behavioral objectives, directed by the learning area coordinators, was implemented by the use of innovative teacher-made tests. Increasing use was made of behavioral formats such as role playing and simulation activities; whenever possible, behavioral demonstrations rather than paper and pencil tests were devised. The goal of obtaining at least one assessment for each behavioral and/or performance objective was only narrowly missed. Assessment was accomplished relative to 40 of the 45 performance objectives. It should be noted, however, that in many cases the assessment techniques did not adequately sample the behavior constituting the objective. Some assessments did not require the trainee to engage in producing a performance but showed that he understood some behavior, concept, or principle germane to the objective. Formative assessment at the performance objective level had great value in providing diagnostic feedback to students and instructors and in providing feedback about the efficacy of particular segments of the teacher-education program. Some usefulness was lost because of the scheduling of assessment periods too late in the instructional process and because of the opportunity to acquire skills and understanding simultaneously through a variety of experience, especially practica. The cost of adequate instrumentation of performance level assessment could exceed the cost of the entire training program.

The results obtained from the administration of the pre-posttest battery to assess the impact of the training program on attitudes and values were disappointing. Only the Specialized Proficiencies for Working with Exceptional Children Questionnaire showed a statistically significant shift and then only in the trainees' confidence in their ability to perform specialized competencies. In several instances, however, scores were well above average. Greater significance was noted in tests of pre- to posttraining differences for participants in the 1971-72 Staff Development Institute, but this appears to be the result of relatively higher pretraining scores for 1972-73 participants. For all instruments, the small number of participants in the 1972-73 internship dictated a nonparametric statistical analysis; and in some instances, its lack of power could be responsible for failure to meet the test for significance. In addition, there seemed to be some reluctance on the part of the interns to be tested on attitude change.

In order to increase the effectiveness of assessment of attainment of competency, it is recommended that:

> Consideration should be given to including only the final practicum performance in the determination of competency
>
> Seminar instructors should be responsible for evaluating competency in acquiring specific knowledge and skills only at the behavioral and performance objectives level
>
> Assessment of intern competence at the subcompetency level should be accomplished independently in the natural setting of the classroom by trained observers or under carefully simulated conditions

OBJECTIVE 5

Program Objective 5

To develop a functional system and methodology for evaluating knowledge, attitudes, and skills in five specific teacher competency areas

Evaluation Objective 5

To assess competency assessment techniques for validity, reliability, examinee appropriateness, and administrative usability

Evidence of Attainment of Objective 5

To accomplish Program Objective 5, three distinct but related activities were initiated: (1) the development of procedures and techniques for an independent validation of trainee performance as specified in each subcompetency statement; (2) the development of procedures and techniques to assess trainee attainment of stated performance objectives; and (3) the development of a battery of tests to assess the impact of the training program on attitudes, values, and general knowledge of participants.

At this point in the development of the curriculum and of the evaluation methodology, progress toward meeting Objective 5 is shown by the extent of the evaluation effort, that is, the attempt made to obtain some index of the expected performance even if that index could not be considered adequate for demonstration of the stated objective.

A. Techniques for Validation of Competency Attainment

Validation of trainee performance as specified by each of 15 subcompetency statements was accomplished using the Intern Evaluation Form (see Appendix E). Use of this instrument brings with it the usual limitations of rating procedures such as a generosity error, differences in rater standards, halo error, ambiguity in meaning of attributes to be appraised, and instability and unreliability of human judgment. Between-rater reliabilities were not established; studies have shown repeatedly that correlations of ratings by two independent raters are generally low. The content and construct validity of the instrument must be based on the face validity of the items. Since there is no objective means of evaluating these face validities, interpretation is strictly subjective.

B. Techniques for Assessment of Skill and Knowledge Attainment

The procedures and techniques used for skill and knowledge assessment were reviewed by the evaluation staff, and the match between instruments and behavioral objectives was made explicit. Techniques then were submitted to an "outside expert" for evaluation. Criteria used for judgment were developed by the Center for the Study of Evaluation, UCLA, and reported in Elementary School Test Evaluations (1970). A copy of the evaluation instrument is included in Appendix M. Table 7 shows the instruments submitted for evaluation and the ratings received on each aspect of the criterion. On each criterion, a technique could earn a specified number of points. "Total Grades" presented for measurement validity, examinee appropriateness, and administrative usability are simply the total number of points earned in each criterion category. Since the instruments used were ad hoc and were not subjected to the routine procedures for test development, certain categories were not ratable and are indicated as such in Table 7. Occasional omission of ratings on a remaining aspect of the criteria resulted in an inability to determine a category total for that instrument. Comparisons among instruments, however, can be made by criterion where instruments received total grades. Brief descriptions of these instruments can be found in Appendix I.

TABLE 7

Test Evaluations for Techniques Assessing Attainment of Skill and Knowl

EDUCATIONAL OBJECTIVE* / TEST NAME	I MEASUREMENT VALIDITY		II EXAMINEE APPROPRIATENESS						III ADMINISTRATIVE USABILITY										
			Comprehension	Format					Administration			Scoring	Interpretation						
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Administr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreters	Can Decision Be Made
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-1
I Psychoed. Assessment																		
Diagnostic/Prescriptive Activity I (Perceptual) B.O. 1.1.2.(c-g)	2		3	3	1		1	1	2	1	0	1		1			1	2
Diagnostic/Prescriptive Activity II (Reading) B.O. 1.2.3(f)	10		4	3	1		1	1	2	1	0	1		1			1	2
Bloom Taxonomy Assignment B.O. 1.1.3(d)	6	Not Evaluated	2	2	1	Not Evaluated	0	1	2	1	0	1	Not Evaluated	0	Not Evaluated		0	1
Diagnostic/Prescriptive Activity III B.O. 1.1.2(a,c-g),1.1.5(d)	6		3	2	1		1	1	1	1	0	1		1			1	2
II Human Relations and Counseling																		
COFI B.O. 2.1.1 (a)	10		3	3	1		1	1	2	1	1	0		1			1	2
Comprehending and Communicating Effectively B.O. 2.1.1 (b)	10		-	-	-		-	2	0	0	1	1		1			1	2
V-T Simulation: Empathy/Respect/ Specificity B.O. 2.2.1(a,b,c)	10		3	3	-		-	0	1	0	1	2		1			1	2
Paper/Pencil Analysis: Self Awareness/Self Acdeptance B.O. 2.2.1(d,e)	10		3	3	1		1	1	2	1	1	1		1			1	2
V-T Simulation: Using Empathy and Respect B.O. 2.2.2(a,b)	10		-	-	-		-	1	1	1	1	0		1			1	2
Paper/Pencil Task: Group Planning B.O. 2.3.1(a,b); 2.3.2(a); 2.3.3.(a,c)	10		-	-	-		-	-	2	1	0	0		1			1	2

*Refers to Statement of Behavioral Objective describing learning outcome (Appendix D)
-Could not be rated
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Test Evaluations for Techniques Assessing Attainment of Skill and Knowledge

ve*	I MEASUREMENT VALIDITY		II EXAMINEE APPROPRIATENESS							III ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
			Comprehension		Format					Administration			Scoring	Interpretation						Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation of Scores	
	Content and Construct	Concurrent and Predictive	Content	Instructions	Principles	Visual Illustrations	Quality of Illustrations	Pacing	Time and Pacing	Recording Responses	Test Administration	Training of Administr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made							
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-1	0-2	0-2	0-1	0-1	0-2	1-1	0-1	0-2	0-1	0-1	0-3	0-1	0-3	0-5	0-1	0-3	0-2	I II III
tive Activity																										
0. 1.1.2.(c-g)	2		3	3	1			1	1	2	1	0	1		1				1	2						2 9 8
tive Activity																										
1.2.3(f)	10		4	3	1			1	1	2	1	0	1		1				1	2						10 10 8
gnment		Not Evaluated				Not Evaluated								Not Evaluated			Not Evaluated					Not Evaluated				
	6		2	2	1			0	1	2	1	0	1		0				0	1						6 6 5
tive Activity																										
c-g),1.1.5(d)	6		3	2	1			1	1	1	1	0	1		1				1	2						6 8 7
	10		3	3	1			1	1	2	1	1	0		1				1	2						10 9 8
ommunicating																										
2.1.1 (b)	10		-	-	-			-	2	0	0	1	1		1				1	2						10 - 6
athy/Respect/																										
2.2.1(a,b,c)	10		3	3	-			-	0	1	0	1	2		1				1	2						10 - 8
ia: Self																										
deptance																										
	10		3	3	1			1	1	2	1	1	1		1				1	2						10 9 9
ng Empathy																										
2.2.2(a,b)	10		-	-	-			-	1	1	1	1	0		1				1	2						10 - 7
Group Plan-																										
,b); 2.3.2(a);																										
	10		-	-	-			-	-	2	1	0	0		1				1	2						10 - 7

t of Behavioral Objective describing learning outcome (Appendix D)

Elementary School Test Evaluations, Ralph Hoepfner, et al., p. xvi.

TABLE 7 cont.

EDUCATIONAL OBJECTIVE / TEST NAME	I MEASUREMENT VALIDITY		II EXAMINEE APPROPRIATENESS						III ADMINISTRATIVE USABILITY												
			Comprehension		Format				Administration			Scoring	Interpretation								Stability
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Administrator	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreters	Conclusions be Made			
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-1			
Precision Teaching P.O. 3.1.3	2		3	3	1		1	1	2	1	0	2		1			1	0			
Instrument Z P.O. 3.1.2, 3.2.2, 3.3.2	4		3	3	1		1	1	2	1	0	0		1			1	1			
Bruce Joyce Strategies P.O. 3.3.1, 3.3.2	6	Not Evaluated	3	3	-	Not Evaluated	1	-	0	0	1	0	Not Evaluated	0	Not Evaluated		0	2			
Application Task: Pt. I and II, B.O. 4.1.1(a), 4.1.3(a)	8		3	3	1		1	1	2	1	0	0		0			0	2			
Uses of Behavior Management Strategies B.O. 4.1.3(b,c)	10		-	-	-		-	-	0	0	1	0		1			1	2			
Demo Lesson (Frustration Management) B.O. 4.2.2(a,b,c)	10		2	2	1		-	1	0	0	1	0		1			1	2			
Life Space Interview Simulation B.O. 4.3.2(b)	10		3	3	-		-	1	0	0	0	0		1			1	2			
Plan School/Family Conference B.O. 5.1.3(a)	10		3	3	1		1	1	1	1	0	0		0			0	2			
Use of Consultative Model B.O. 5.3.3(a)	8		3	3	-		-	-	0	0	1			0			0	2			
Understanding the Conflict Cycle B.O. 5.2.2(a)	0		3	3	1		1	1	2	1	1	0		1			1	0			

III Curriculum
IV Behavior Management
V Systems Analysis

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	I. MEASUREMENT VALIDITY		II. EXAMINEE APPROPRIATENESS						III. ADMINISTRATIVE USABILITY										NORMED TECHNICAL EXCELLENCE						TOTAL GRADES
	Content and Construct	Concurrent and Predictive	Comprehension		Format				Administration			Scoring	Interpretation						Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	
			Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Administr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Decisions Be Made?							
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	I II III
. 3.1.3	2		3	3	1		1	1	2	1	0	2		1			1	0							2 9 7
2, 3.2.2,																									
	4		3	3	1		1	1	2	1	0	0		1			1	1							4 9 6
	6	Not Evaluated	3	3	-	Not Evaluated	1	-	0	0	1	0	Not Evaluated	0	Not Evaluated		0	2	Not Evaluated						6 - 3
I and II,																									
(a)	8		3	3	1		1	1	2	1	0	0		0			0	2							8 9 5
ement																									
3(b,c)	10		-	-	-		-	-	0	0	1	0		1			1	2							10 - 5
on Manage-																									
,c)	10		2	2	1		-	1	0	0	1	0		1			1	2							10 - 5
imulation																									
	10		3	3	-		-	1	0	0	0	0		1			1	2							10 - 4
ference																									
	10		3	3	1		1	1	1	1	0	0		0			0	2							10 9 4
del																									
	8		3	3	-		-	-	0	0	1	0		0			0	2							8 - 3
lict Cycle																									
	0		3	3	1		1	1	2	1	1	0		1			1	0							0 9 6
3																									

mentary School Test Evaluations, Ralph Hoepfner, et al., p. xvi.

C. Techniques for Measurement of Changes in Attitudes, Values, and General Knowledge

A battery of tests was administered pre- and posttraining to document the impact of the program on the attitudes and values of participants. The specific purpose (educational objective) for each instrument was made explicit. These instruments also were submitted to an "outside expert" for evaluation and evaluated against criteria developed by the Center for the Study of Evaluation (see Appendix M). Table 8 lists the tests used and shows the ratings they received for each aspect of evaluation criteria, using the scale suggested by CSE: good, 12-15 points; fair, 8-11 points; and poor, 0-7 points. Appendix K provides a brief description of each test as well as its intended measurement purpose.

Discussion and Recommendations

The ideal criterion against which teacher competency might be appraised consists of a systematic analysis of the level of outcomes achieved by the teacher with pupils he teaches over relatively long periods of time (at least two years). According to Rosner (1972), demonstration of change in teacher competency under actual classroom conditions is the most appropriate level for accountability in teacher education. Teacher education, however, does not yet possess the necessary instruments to measure change in specific competencies (Rosner). Assessment of teacher competency under actual classroom conditions, where it is attempted, is reduced to the use of an observation system (e.g., Flanders) or, as in this case, the use of rating scales. The following steps can be taken to improve the reliability and validity of rating procedures: more explicit statements of desired behavior, criteria to judge the presence or absence of that behavior, and the training of personnel used as raters.

While the present state of instrumentation for classroom observation greatly hampers appropriate accountability in teacher education, methodology for the instrumentation of assessment techniques addressing knowledge and skills under simulated conditions is more advanced. Although some degree of realism is sacrificed, great gains are made in the control over possible random variation in all aspects of the situation. Therefore, to increase reliability, both methodologies should be used. To that end, Instrument A, developed during the earlier six-month institute, was used on an experimental basis as an independent validation of Subcompetency 1.1 (ability to complete a psychoeducational profile, evaluating... interpersonal functions). The instrument was developed to present a simulation of role performance; however, the mechanics of administration, the time required to complete the test, and the scoring procedure are in need of considerable revision. The instrument did not differentiate among interns nor did it show changes from pre- to postadministration.

The procedures and techniques used for evaluation of intern progress toward competency by acquisition of specific skills and knowledge were dictated by the statements of performance and behavioral objectives. A total of 37 different assessment procedures or techniques were used during the program year to obtain "scores" on trainees. Ten of the procedures were intended primarily as learning activities--the acquisition, not demonstration, of knowledge or skill. These procedures were classified as "Graded Learning Activities" and were not submitted for evaluation. In addition, several assessment techniques were not clearly documented and not available for evaluation. The remaining 20 instruments (listed in Table 7) were evaluated by an "outside expert" for validity, examinee appropriateness, and administrative usability.

TABLE 8

Test Evaluations for Instruments Assessing Impact of Training on Attitudes an

TEST NAME	I MEASUREMENT VALIDITY*		II EXAMINEE APPROPRIATENESS						III ADMINISTRATIVE USABILITY									
			Comprehension		Format				Administration			Scoring	Interpretation					
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Administr.	Administration Time		Norm Range	Score Interpretation	Score Conversion	Norm Groups	Score Interpreter	Can Derivation Be Made
Rating Range	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-1
Specialized Proficiencies for Working with Exceptional Children Questionnaire	8	4	3	3	1	1	1	1	2	1	0	1	0	1	1	0	1	2
Fundamental Interpersonal Relations Orientation - Behavior	6	3	3	3	1	2	1	2	2	1	1	2	1	0	-	0	0	2
Minnesota Teacher Attitude Inventory	6	4	3	3	2	2	1	2	2	1	1	2	1	1	2	0	1	2
Teacher Practices Questionnaire	6	0	3	3	1	0	1	1	2	1	1	2	0	1	1	0	0	1
Profile of Organizational Characteristics	4	0	2	3	1	1	1	0	2	1	1	2	0	0	1	0	0	1
Personal Orientation Inventory	8	4	3	4	1	2	1	1	2	1	1	2	1	1	2	1	0	3
Problem Behavior Analysis	6	0	3	3	1	0	1	1	2	1	1	1	0	1	1	0	1	2

*Rated against purpose stated by program staff (see Appendix K)

-Could not be rated

**Scale: Good, 12-15 points
Fair, 8-11 points
Poor, 0- 7 points

Reproduced from CSE Elementary School Test Evaluations, Ralph Hoepfner, et al., p. xvi.

TABLE 8

st Evaluations for Instruments Assessing Impact of Training on Attitudes and Values

	I MEASUREMENT VALIDITY*		II EXAMINEE APPROPRIATENESS						III ADMINISTRATIVE USABILITY										IV NORMED TECHNICAL EXCELLENCE						TOTAL ** GRADES
			Comprehension		Format				Administration			Scoring	Interpretation												
	Content and Construct	Concurrent and Predictive	Content	Instructions	Visual Principles	Quality of Illustrations	Time and Pacing	Recording Responses	Test Administration	Training of Administrators	Administration Time		Norm Range	Score Interpretation	Score Conversion	Score Groups	Norm Groups	Score Interpreter	Can Decisions Be Made	Stability	Internal Consistency	Alternate Form	Replicability	Range of Coverage	Gradation Of Scores	I II III IV
Rating Ranges	0-10	0-5	0-4	0-4	0-2	0-2	0-1	0-2	0-2	0-1	0-1	0-2	0-1	0-1	0-2	0-1	0-1	0-1	0-3	0-3	0-3	0-3	0-1	0-3	0-2	
ncies for																										
tional																										
aire	8	4	3	3	1	1	1	1	2	1	0	1	0	1	1	0	1	2	0	0	0	0	2	1	G F F P
onal Rela-																										
Behavior	6	3	3	3	1	2	1	2	2	1	1	2	1	0	-	0	0	2	1	3	0	1	2	1	F G F F
titude																										
	6	4	3	3	2	2	1	2	2	1	1	2	1	1	2	0	1	2	0	3	0	1	2	2	F G G F
estionnaire	6	0	3	3	1	0	1	1	2	1	1	2	0	1	1	0	0	1	0	2	0	0	2	1	P F F P
ional																										
	4	0	2	3	1	1	1	0	2	1	1	2	0	0	1	0	0	1	0	0	0	0	0	0	P F F P
Inventory	8	4	3	4	1	2	1	1	2	1	1	2	1	1	2	1	0	3	1	1	0	0	3	2	G G G F
lysis	6	0	3	3	1	0	1	1	2	1	1	1	0	1	1	0	1	2	0	3	0	1	2	2	P F F F

e stated by program staff

**Scale: Good, 12-15 points
Fair, 8-11 poin ts
Poor, 0- 7 points

Elementary School Test Evaluations, Ralph Hoepfner, et al., p. xvi.

In determining measurement validity, the question asked by the evaluator was, "Does this test appear to measure the specific behavioral objective(s) as listed in the statement of program outcomes?" Eleven of 20 instruments were given a rating of 10 on a scale of 0 to 10; the behavior assessed by the test matched the behavior defined by the statement of the objective. Four instruments received validity ratings of 4 or less. The reason cited for three of four low ratings was that the test was a demonstration of knowledge while the objective called for a demonstration of skill. In the other case, the test (Instrument Z) only addressed a very small sample of a rather large set of generalized skills called for by the objectives. However, given the limited resources and time available for test construction, the limitations observed are understandable. In general, the tests rated high were based on specific behavioral objectives; the tests rated lower attempted to measure a relatively wide spectrum of behaviors.

Examinee appropriateness was determined by subjective ratings obtained in answers to three questions: (1) Is the comprehension level, both of items and instructions, correct for the age and educational level of examinees to whom the test is directed?; (2) Is the test printed and organized for ease of the examinees, or is taking the test a test in itself?; and (3) Is the response procedure simple and direct for the examinee? With a total of 13 possible points, ratings ranged from 6 to 10 with the mode at 9. "Total Grades" for examinee appropriateness could not be presented on 9 instruments (see Table 7). Ratings were not obtained primarily because the test mode (i.e., videotape and/or verbal instructions) did not lend itself to objective evaluation techniques within the framework of practical considerations. Generally, examinee appropriateness was rated favorably. There was no trend observed across the instruments in any one aspect of the criterion.

Administrative usability of instruments was determined by subjective ratings based on the following questions: (1) Is the test easily and conveniently administered?, (2) Can the test be easily and reliably scored?, (3) Is the score interpretation simple?, (4) What qualifications must the score interpreter have?, and (5) Can decisions be made or aided on the basis of the scores? With a maximum score of 11 points possible, scores ranged from 3 to 9. The two aspects of the criterion receiving the lowest ratings across instruments involved administration. Instruments, with some exceptions, were designed for small-group or individual administration and/or required a relatively long time (over 30 minutes) for completion. This, however, may be the price necessary for adequate competency evaluation. Although the assessment was implemented without major problems, the resources required for administration were great and, if class size increases appreciably, may exceed the amount available. Scoring was another area of weakness. Compared to the average published standardized achievement test, scoring in many cases was subjective and complicated. However, the tests used were far removed from the traditional paper and pencil multiple choice modes; and scoring methodology, of necessity, was more complicated. Still, there is much room for improvement, especially in specification of criteria and delineation of explicit test behaviors which meet those criteria.

Evaluation of the instruments' normed technical excellence was not done. Since these instruments were locally developed and still are being considered for revision, evaluations on the fourth criterion suggested by the rating form were not considered appropriate.

The tests used to document the impact of the program on the attitudes and values of participants also were subjected to evaluation against the same criteria as reported above. Evaluation of content and construct validity was based on purpose or intent of the user as specified by the program staff (see Appendix K). Ratings on measurement validity ranged from 6 to 12, with a maximum of 15 possible. Using the grade criteria suggested by CSE, four of the seven instruments received a grade of fair or better (see Table 8).

The major difficulty in validity was the problem of adapting the standardized test to the specific objectives of the program. In some instances the match was good, but in others the discrepancy was very evident. It is clear from the evaluation that some of the instruments are not appropriate; more careful selection of available standardized instruments should be made.

Evaluation of the instruments for examinee appropriateness resulted in high ratings. Not one was graded "poor." Overall, the tests were judged appropriate for the trainees in terms of comprehension level and format.

Evaluation of instruments for administration usability resulted in fair or good grades. Administration and scoring generally were rated high across instruments; the area of test score interpretation presented difficulties and somewhat lowered test grades. Specifically, the norm range was often restricted; and normative groups were local, outdated, or poorly sampled. Also, the score interpreter often had to be a psychometrist. However, even with these limitations, grades obtained on instruments for administrative usability were generally positive.

All instruments in the test battery showed a relatively poor level of normed technical excellence. Not one instrument received a grade of good, while 3 received a grade of poor. Two of three indices of reliability, stability (test-re-test) and alternate forms, were generally not reported or were less than .70 across instruments. In addition, few of the instruments reported normed scores obtained under replicable conditions. Reliability coefficients addressing internal consistency were generally reported and were most often above .80. Test score distributions also seemed to have an adequate range. Normed technical excellence is generally a problem with educational tests because norm samples usually are restricted and follow-up studies are rare. The expense and effort necessary for thorough evaluation of reliability, validity, and standardization are generally lacking. A more careful selection of standardized instruments, however, may help to overcome some of these limitations.

Finally, with regard to the value of the pre-post procedure in general, it must be concluded that the variables measured are poorly defined, the error of measurement large, and the size of the sample small, putting the validity of the results greatly in question. In addition, studies have repeatedly shown that attitudes and opinions change only very slowly over long periods of time; and the reliability of instruments for measuring them is low. Since the program deals with a carefully selected population of successful, experienced, and committed teachers, it may be unrealistic to look for significant positive changes in the already high levels of the valued attitudes. Therefore, little may be gained from the use of pre- and posttesting as now implemented. A possible use might be made of them in combination with objective achievement tests since change in cognitive level is more readily measureable.

To increase the effectiveness of the assessment of changes in knowledge, attitudes, and skills of program participants, it is recommended that:

Resources should be focused on the development of a limited number of quality assessment techniques carefully selected for their appropriateness to program objectives

Procedures should be established for evaluation of all instruments prior to their use

Re-consideration should be given to the use of the pre-post test battery assessing changes in attitudes and values

Training sessions should be held with practicum (field) supervisors in the use of the Intern Evaluation Form

OBJECTIVE 6

Program Objective 6

To increase the number of trained personnel serving handicapped children

Evaluation Objective 6

To determine if personnel completing the training program are effectively serving emotionally handicapped children and are utilizing learned competencies

Evidence Toward Attainment of Objective 6

A. Graduates of the 1971-72 Staff Development Institute

The teaching staff of the Mark Twain School completed a six-month training program prior to the opening of the school and received supplementary certification as special education teachers. For the 1973-74 school year, 32 of 37 original staff members are continuing in Mark Twain Programs. Three are on leave to further their education, two of whom are acquiring advanced degrees in special education. One moved from the area and is still employed in special education, and another is employed as a 10-month regular classroom teacher.

B. Graduates of the 1972-73 Teacher Internship Program

All eight interns successfully completed the program and received supplementary certification as special education teachers. Seven accepted employment for 1973-74 in Mark Twain Programs: one as a teacher in Mark Twain School and six as student resource teachers in Mark Twain School-Based Programs. The eighth graduate accepted employment unrelated to working with exceptional children.

Discussion and Recommendations

Assessment of the significance of the Mark Twain Staff Development Institute in providing for the entry of 37 teachers into the field of special education must be with the understanding that the immediate purpose of the institute was to prepare a staff for Mark Twain School. Institute participants had all been hired by MCPS with Mark Twain School as their specific job assignment. They were on full salary during the six-month training period. It is significant, however, that only five of the institute graduates chose to leave Mark Twain School after one-and-one-half years of experience teaching in the school. Those who left did so for a variety of personal reasons, not because of dissatisfaction with teaching exceptional children.

While the institute goal was to prepare staff for teaching children with learning and emotional difficulties at Mark Twain School, the Teacher Internship Program addresses the long-range goal of establishing Mark Twain as a staff development center for the entire MCPS educational community. The 1972-73 Internship Program successfully contributed to attainment of that goal by enabling eight teachers to receive intensive training in supplementary education. Upon graduation, seven of these teachers accepted positions in supplementary education programs, six in Mark Twain School-Based Programs and one in Mark Twain School.

While it is evident that the Mark Twain Teacher Internship Program is increasing the number of trained teachers serving adolescents with special needs, evidence is not yet available on the extent to which graduates are using their learned competencies. This will be obtained through ratings of job performance by their supervisors. Since the first 37 graduates comprised the original teaching staff of Mark Twain School, it was not feasible to place the great burden of making 37 ratings on one principal.

In order to continue assessment of the goal of staff development, it is recommended that:

Supervisors' ratings of graduates of Mark Twain Teacher Internship Programs should be obtained to determine if they are using their learned competencies effectively to serve emotionally handicapped children

Longitudinal study of graduates' job placements should be continued

IV. SUMMARY

The Mark Twain Teacher Internship Program is in its second year of operation as a Montgomery County Public Schools program for the preparation of personnel to teach adolescents with special needs. The program was preceded by the Mark Twain Staff Development Institute which trained the staff of Mark Twain School, a Montgomery County, Maryland, public school providing an intensive short-term program for adolescents of at least average intellectual potential who are having learning and emotional difficulties.

The six-month institute developed the basic teacher-training curriculum and format on which the 10-month internship has been built. The program has been partially funded through FY 74 by the USOE Bureau of Education for the Handicapped. Its primary goal is to test "the feasibility of establishing a teacher-development center within operational public school programs for adolescents with special needs and [presents] an alternative [to the university] for attracting and preparing manpower for education of youth facing serious problems of living." (Proposal, May 1972)

Six program objectives were identified to meet the primary goal. These were reviewed to develop clear statements and definitions of progress toward their attainment. Corresponding evaluation objectives, with evidence acceptable to the program staff as well as the activities and tasks required to obtain it, have been specified.

The purposes of evaluation of the Mark Twain Teacher Internship Program are to provide appropriate and timely information (1) during the year for revision and modification in planning and development (formative evaluation) and (2) at the end of each year and/or major sequence so that judgments can be made with regard to trainee competencies, effectiveness of training, and progress toward development of the prototype program (summative evaluation).

PROGRAM DESCRIPTION

Mark Twain Programs, including Mark Twain School and its satellite programs in other public schools, provide the setting for the Mark Twain Teacher Internship Program. The internship program is a 10-month full-time experience including seminars, practica in Mark Twain School and School-Based Programs in selected other MCPS schools, and individual projects. A large number of area public and private facilities providing specialized educational, therapeutic, and residential services are available for site visits. The Montgomery County Public Schools Curriculum Library and Instructional Materials Center are resources also available to trainees.

Training is structured on a performance-based model requiring participants to demonstrate competency in (1) Psychoeducational Assessment and Programming, (2) Human Relations and Counseling, (3) Curriculum Development and Implementation, (4) Behavior Management, and (5) Systems Analysis and Consultation.

The strategy for Mark Twain Teacher Internship Program staffing also revolves around the concept of competency areas. Each competency area is coordinated by a member of the Mark Twain Programs staff who has responsibility for developing and implementing learning experiences in his area. While visiting consultants and guest lecturers make an important contribution, Mark Twain Programs staff assume the primary training responsibility. There are presently about 80 professional staff within Mark Twain Programs. During 1972-73, 47 of them participated actively in the program as planning staff, learning area coordinators, instructors, and/or practicum supervisors. In addition to these "In-Service Consultants," 21 outside experts were called in for presentations in their special fields.

The Mark Twain Teacher Internship Program for 1972-73 had a total of 8 participants selected from among 21 applicants. The group included six women and two men whose prior classroom experience ranged from less than one to nine years. Six of the eight interns were teaching in Montgomery County Public Schools prior to entry into the program. The rigorous and detailed selection procedures developed for the earlier Mark Twain Staff Development Institute were used again. These included a review of multiple sources of information on applicants and group and intensive individual interviews.

The curriculum of the 1972-73 Mark Twain Teacher Internship Program was based on a 10-month full-time learning experience with an integrated schedule of seminars, practica, and individual projects. Seminar instruction in the five basic learning areas consisted of a total of 104 two-and-one-half-hour sessions under the direction of the competency area coordinators. Practicum experiences provided supervised applied learning situations. Interns completed at least 600 hours of practice teaching in both Mark Twain School and Mark Twain Programs based in other Montgomery County schools. In addition, all interns participated in a practicum in techniques to facilitate human relations in order to promote increased self-acceptance and self-awareness. Each intern also was required to complete two individual projects in areas of study which were particularly suited to his personal needs and interests.

The 1972-73 internship was divided into four learning sequences, an initial five-week sequence and three 11-week sequences. Each 11-week sequence was followed by a one-week period of review and evaluation. Numerous procedures, including performance on validating tasks, tests, outside assignments, and rating by practicum supervisors, were used to assess intern attainment of competency. In addition, a functional system was developed to evaluate the effectiveness of the program so that discrepancies between objectives and processes could be identified and modified. Instruments were developed to test the validity of the program and its relevance to the performance of various roles in the teaching of adolescents with special needs.

EVIDENCE OF ATTAINMENT OF PROGRAM OBJECTIVES

Six program objectives were identified to meet the program goal of establishing Mark Twain School as a specialized teacher-development center within operational public school programs for adolescents with special needs. Evidence of the attainment of these objectives serves as the basis for the evaluation of the Mark Twain Teacher Internship Program. Progress has been made toward meeting all objectives.

Attainment of Objective 1, identification and establishment of a teacher education faculty, was assessed by the professional preparation and previous experience of the staff, weekly intern feedback, and ratings of staff effectiveness by program participants and graduates. As yet, qualifications needed to perform specific duties have not been determined. However, the extensive training and experience of the faculty was documented. Weekly intern feedback was generally positive and offered useful data relevant to the effectiveness of instruction. Ratings of staff effectiveness were generally favorable, with slightly higher ratings for instruction in the courses most completely developed toward the competency-based model. It has been recommended that duties and responsibilities of faculty, including practicum supervisors, should be more clearly described; qualifying criteria for faculty positions should be completely described; criteria should be established to judge the quality of performance; and pay for practicum supervision should be considered.

Feasibility and effectiveness of recruitment and selection procedures (Objective 2) were assessed by the number of applicants and the quality of the interns selected. Recruitment procedures were judged to be less than satisfactory since they resulted in fewer than the ten participants required by the evaluation objective. Withdrawals reduced the number of viable applicants. Financial considerations and lack of a degree-granting authority were significant deterrents. The selection process, while resulting in the acceptance of only eight interns, was judged to be comprehensive and effective since all trainees successfully completed the demanding program. Recommended are earlier and expanded recruitment efforts, determination of the feasibility of defining a target audience, and exploration of possibilities for obtaining a degree-granting authority.

Attainment of Objective 3, development of a competency-based curriculum was judged by program staff, participants, graduates, and experts in the field. Fifteen teacher-desired subcompetencies defined by performance and behavioral objectives were specified, with a description of the learning activities required to promote their attainment. Program participants responded to a questionnaire which indicated their increased feelings of professional competence, greater self-confidence, and heightened self-awareness after training. The practicum experience was cited as a major strength of the program. The Maryland State Department of Education approved both the Mark Twain Staff Development Institute and the Mark Twain Teacher Internship Program for 30 in-service credits and supplementary certification in special education. In addition, MCPS has accepted the five basic seminar courses for in-service credit. Recommended are continued development of explicit learning outcomes with definitive standards for statement of objectives at various levels; documentation of the relationship of learning objectives to competency priorities recommended in the literature for special education teachers; improvement of coordination between practicum experiences and seminar instruction; and formulation of criteria for evaluating progress toward the development of a competency-based teacher-development curriculum.

Objective 4, attainment of intern competency in the five basic learning areas, was assessed at the subcompetency level and at the performance objective level. All interns completed the program successfully, with final summary evaluations of effective or better in all subcompetencies. Intern evaluation was based on a weighted integration of ratings of performance in seminar and three practicum settings. Adequacy of performance of specified tasks related to performance and behavioral objectives in each of the five learning areas constituted formative evaluation. Although some individuals' performances on specific tasks were less than adequate, final grade point averages for all interns were effective or better for all subcompetencies. In addition to competency assessment, impact of the training program on the interns' attitudes and values was measured by a battery of pre- and posttests. Little change was noted from their beginning high levels of the attitudes usually associated with successful teaching of pupils with special needs, except in the significantly increased confidence of the interns in their ability to work with these students. Recommendations are that only the rating of performance on the final practicum placement should be included in the determination of competency, seminar instructors should be responsible for evaluating competency in acquiring specific knowledge and skill only at the behavioral and performance objective levels, and assessment of intern competence at the subcompetency level should be accomplished independent of instruction and in the natural setting of the classroom by trained observers or under carefully simulated conditions.

Development of a functional system and methodology for evaluating knowledge, attitudes, and skills in the five competency areas is Objective 5. Attainment of this objective was assessed by evaluating the techniques used for validation of competency attainment, the techniques used for assessment of skill and knowledge attainment, and the techniques used for measurement of changes in attitudes, values, and general knowledge. Classroom observations using rating scales indicated the need for more explicit behavioral statements and criteria for assessment, as well as the need for training of the raters. Use of a combination of varied methodologies is recommended to increase reliability. Attainment of skill and knowledge was assessed by 37 different instructor-devised techniques, 20 of which were evaluated for validity (more than half received the highest rating), examinee appropriateness (generally favorable), and administrative usability (extensive resources required which may be necessary for competency assessment). These tests were not evaluated for normed technical excellence. Tests used to document attitude and value change also were evaluated for validity (some instruments were poorly matched to objectives), examinee appropriateness (high ratings), and administrative usability (generally positive). These instruments showed a poor level of normed technical excellence.

The pre- and posttesting procedure on attitudes and values added little to what was already known about the carefully selected group of successful teachers participating as interns. Recommendations are that resources should be focused on developing a limited number of appropriate high quality assessment techniques, procedures should be established for evaluating instruments prior to their use, reconsideration should be given to the use of attitude and value pre- and posttesting, and training sessions in the use of the Intern Evaluation Form should be held with practicum supervisors.

Increase in the number of trained personnel serving handicapped children (Objective 6) was assessed by reviewing employment placements of the graduates of the 1971-72 Staff Development Institute and the 1972-73 Teacher Internship Program. It is considered significant that in winter, 1973-74, 32 of the 37 Institute graduates were still employed in the job for which they were trained; and 7 of the 8 Internship graduates were working with exceptional children. It is recommended that supervisors' ratings of internship graduates should be obtained to determine the extent to which they are using their learned competencies and that longitudinal study of all graduates' job placements should be continued.

In conclusion, significant progress has been made in the Mark Twain Teacher Internship Program toward the mission of training educational personnel to teach adolescents with special needs. Montgomery County Public Schools, by directing Mark Twain Programs to develop teachers for supplementary education of adolescents with learning and emotional difficulties, has provided a mechanism for self-renewal and created a viable alternative to the university system of higher education for teachers.

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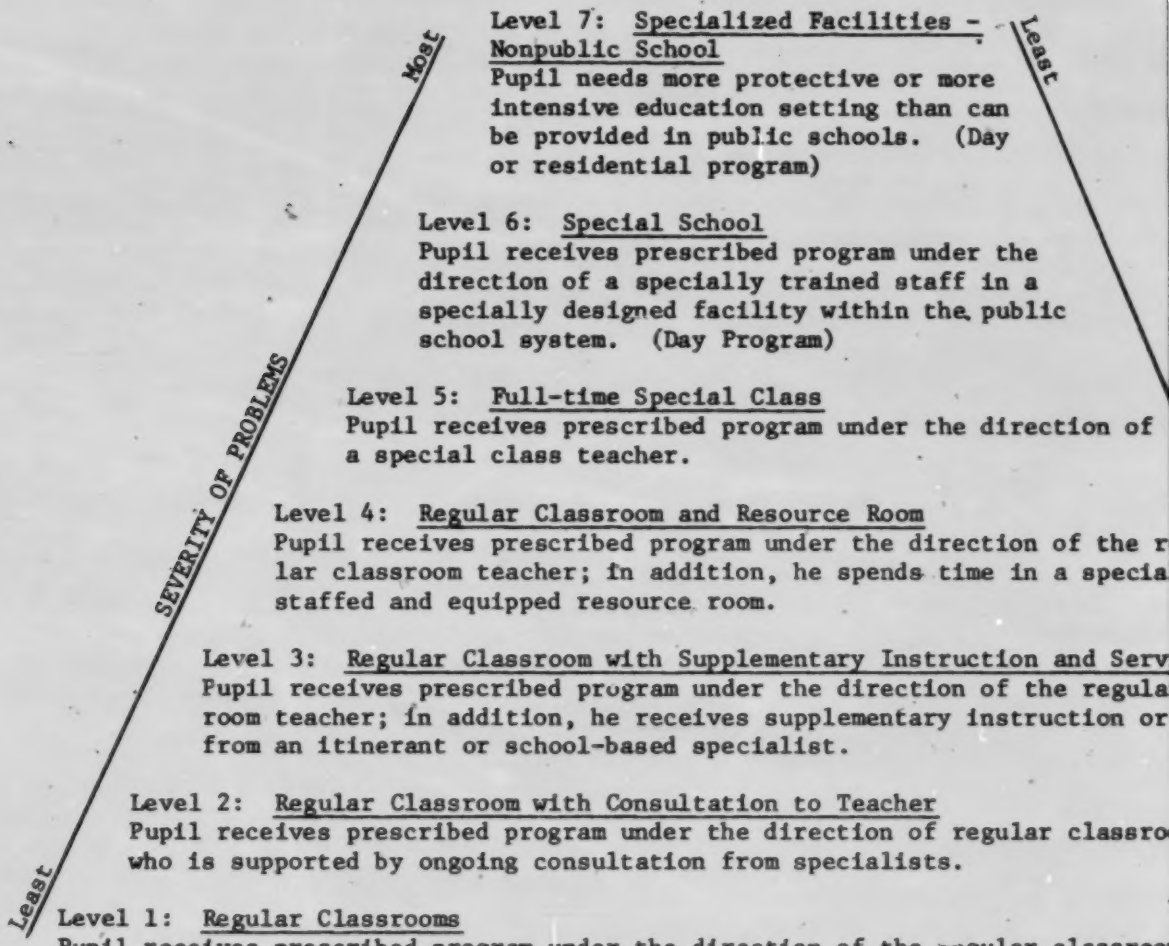


Level 7: Specialized Facilities - Nonpublic School
Pupil needs more protective or more intensive education setting than can be provided in public schools. (Day or residential program)

Level 6: Special School
Pupil receives prescribed program under the direction of a specially trained staff in a specially designed facility within the public school system. (Day Program)

Level 5: Full-time Special Class
Pupil receives prescribed program under the direction of a special class teacher.

Level 4: Regular Classroom and Resource Room
Pupil receives prescribed program under the direction of the r lar classroom teacher; in addition, he spends time in a specia staffed and equipped resource room.

Level 3: Regular Classroom with Supplementary Instruction and Serv
Pupil receives prescribed program under the direction of the regula room teacher; in addition, he receives supplementary instruction or from an itinerant or school-based specialist.

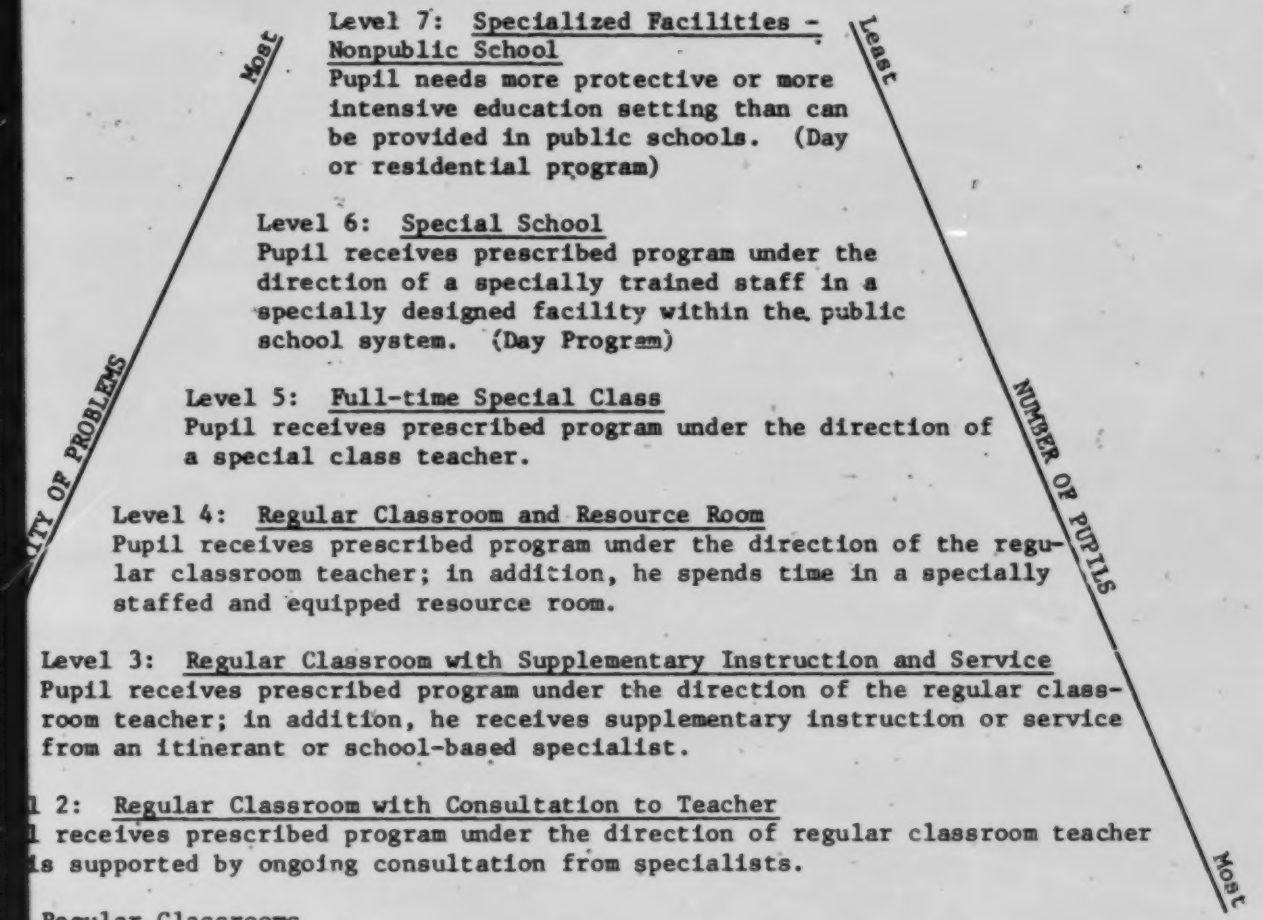
Level 2: Regular Classroom with Consultation to Teacher
Pupil receives prescribed program under the direction of regular classro who is supported by ongoing consultation from specialists.

Level 1: Regular Classrooms
Pupil receives prescribed program under the direction of the regular classroo

APPENDIX A

Continuum of Educational Services

CONTINUUM PROGRAMMING: A BLUEPRINT FOR MEETING EDUCATIONAL NEEDS



Level 7: Specialized Facilities - Nonpublic School
Pupil needs more protective or more intensive education setting than can be provided in public schools. (Day or residential program)

Level 6: Special School
Pupil receives prescribed program under the direction of a specially trained staff in a specially designed facility within the public school system. (Day Program)

Level 5: Full-time Special Class
Pupil receives prescribed program under the direction of a special class teacher.

Level 4: Regular Classroom and Resource Room
Pupil receives prescribed program under the direction of the regular classroom teacher; in addition, he spends time in a specially staffed and equipped resource room.

Level 3: Regular Classroom with Supplementary Instruction and Service
Pupil receives prescribed program under the direction of the regular classroom teacher; in addition, he receives supplementary instruction or service from an itinerant or school-based specialist.

l 2: Regular Classroom with Consultation to Teacher
l receives prescribed program under the direction of regular classroom teacher is supported by ongoing consultation from specialists.

Regular Classrooms
eives prescribed program under the direction of the regular classroom teacher.

APPENDIX B

Facilities Visited by Mark Twain Teacher Interns, 1972-73

SPECIAL EDUCATION

Glaydin School, Leesburg, Virginia
Leary School, Falls Church, Virginia
Anne Arundel Learning Center, Annapolis, Maryland
Christ Child Institute for Children, Rockville, Maryland
Community Psychiatric Clinic, Bethesda, Maryland
Chestnut Lodge, Inc., Rockville, Maryland

COMMUNITY ORGANIZATIONS

Boys' Home of Montgomery County, Inc., Wheaton, Maryland
MCPS Office of Community Affairs, Rockville, Maryland
Karma House, Rockville, Maryland
Roving Youth Leaders Program, Rockville, Maryland
Second Mile Runaway House, Hyattsville, Maryland
Mental Health Association of Montgomery County, Kensington, Maryland
YMCA Listening Post, Bethesda, Maryland
Montgomery County Health Department Drug Program, Rockville, Maryland

APPENDIX C

Staff of Mark Twain Teacher Internship Program, 1972-73

PRACTICUM SUPERVISORS (LEVEL 2)

Mark Twain School Staff	School-Based Staff
Jackie Bylsma, Teacher/Advisor	Whyla Beman, SRT
Laura Flaim, Teacher/Advisor	Judy Billman, SRT
John Gannon, Teacher/Advisor	Louise Brown, SRT
Roger Gessay, Team Leader	Ellen Congleton, SRT
Dick Knight, Teacher/Advisor	John Fisher, SRT
Mickie Kottage, Team Leader	Martha Fohrell, SRT
Eleanor Lautenschlager, Teacher/Advisor	Dorit Geurtsen, SRT
Chuck Sawchenko, Support Teacher	Jim Hutcheson, SRT
Jane Schisgall, Support Teacher	Rita Mann, SRT
John Schneider, Team Leader	Terri Martinelli, SRT
Maree Sneed, Teacher/Advisor	Carol Neill, SRT
Shirley Turnage, Teacher/Advisor	Mark Ravlin, SRT
Tom Wallace, Teacher/Advisor	Mary Reeves, SRT
	Jack Robinson, SRT
	Sidney Shore, SRT
	Mike Vizas, SRT
	Pat Wright, SRT
	Sharon Yoerg, SRT

SEMINAR INSTRUCTORS (LEVEL 3: IN-SERVICE CONSULTANTS)

Mark Twain School Staff	School-Based Staff
Bev Babcock, Teacher/Advisor	Whyla Beman, SRT
George Brown, Psychiatrist	Ellen Congleton, SRT
Jacqueline Bylsma, Teacher/Advisor	Maxine Counihan, Program Specialist
Mary Dunbar, Support Teacher	Dorit Guertsen, SRT
Stanley Fagen, Supervisor, Staff Development	James Hutcheson, SRT
John Gannon, Teacher/Advisor	Richard Mainzer, SRT
Roger Gessay, Team Leader	Rita Mann, SRT
Jeffrey Hill, Teacher/Advisor	Terri Martinelli, SRT
Roslyn Inman, Staff Development Specialist	Geraldine Meltz, Supervisor, School-Based Programs
Steve Johnsen, Psychologist	Carol Neill, SRT
Mark Kelsch, Support Teacher	Joan Peck, Psychologist
Phyllis McDonald, Coordinator	Mark Ravlin, SRT
Edmund Phillips, Supervisor, Supplementary Services	Jack Robinson, SRT
William Porter, Principal	Sidney Shore, SRT
Jane Schisgall, Support Teacher	Pat Wright, SRT
John Schneider, Team Leader	
Judith Tarr, Support Teacher	

APPENDIX C cont.

Outside Consultants

Jane Bernot, Department of Physical Education, Montgomery College
Patricia Bourexis, School of Education, University of Virginia
William Coviello, Maryland State Department of Education
Mary De Carlo, Director, Curriculum Laboratory, Catholic University
Randy and Bonny Graham, Directors, Living School Project, University of Connecticut
Joseph Griggs, School Mental Health Consultant, National Institute of Mental Health
Eric Haughton, Faculty of Education, York University, Ontario, Canada
Jean Hebeler, Head, Department of Special Education, University of Maryland
Richard Henning, Supervisor of Special Education, D. C. Public Schools
Nicholas Long, Professor of Education, American University
Bill Mitchell, Coordinator, Teacher Education Center, University of Maryland and Montgomery County Public Schools
Robert Proudy, Professor of Education, George Washington University
Nancy Roche, Coordinator, Teacher Education Center, American University and Montgomery County Public Schools
Marshall Rosenberg, Community Psychological Consultants, St. Louis, Missouri
Charles Seashore, National Training Labs
Henry Smith, U. S. Office of Education

COMPETENCY PLANNING (LEVEL 4)

Whyla Beman, SB
George Brown, MT
Jacqueline Bylsma, MT
Ellen Congleton, SB
Maxine Counihan, SB
John Gannon, MT
Roger Gessay, MT
Roslyn Inman, MT
Steve Johnsen, MT
Rita Mann, SB
Carol Neill, SB
John Schneider, MT
Pat Wright, SB

COMPETENCY AREA COORDINATORS (LEVEL 5)

Mark Twain Staff

Stan Fagen, Supervisor, Staff Development
Jeff Hill, Science Teacher
Roz Inman, Staff Development Specialist
Phyllis McDonald, Coordinator, IRC
Judy Tarr, Diagnostic/Prescriptive Teacher

School-Based Staff

Maxine Counihan, Program Specialist
Richard Henning, Supervisor of Special Education, D.C.P.S.
Geraldine Meltz, Supervisor, Mark Twain School-Based Programs

APPENDIX C cont.

PROGRAM DIRECTION (LEVEL 6)

Stanley Fagen, Supervisor of Professional Development

EVALUATION STAFF

Stephen Checkon, Supervisor of Evaluation and Research
Lois Proctor, Evaluation and Research Specialist
Sandra Breslauer, Research Assistant

PROGRAM DISSEMINATION

Elaine Lessenco, Communications Assistant

SECRETARIAL STAFF

Dinah Benson, Evaluation and Research
Eunice Jacquot, School-Based Programs
Lisa Ritzenberg, Staff Development

APPENDIX D

Statements of Competencies, Subcompetencies, and Performance and Behavioral Objectives

COMPETENCY 1. PSYCHOEDUCATIONAL ASSESSMENT AND PROGRAMMING

Subcompetency 1.1. Ability to complete a psychoeducational profile, including learner strengths and weaknesses, style, and interpersonal functions.

P.O. 1.1.1. Ability to interpret and integrate a variety of assessment instruments and techniques in the affective domain.

B.O. 1.1.1.(a) Given a student's cumulative record, the intern will be able to recognize and extract data relevant to the pupil's: self-concept, interests, human relations, and problem-solving style.

B.O. 1.1.1.(b) After participating in Marshall Rosenberg's Workshop on mutual education, the intern will be able to translate pupil's statements into appropriate "you feel _____" and "you want _____" statements.

B.O. 1.1.1.(c) The intern will administer an interest survey or engage the pupil in an informal discussion of his (the pupil's) interests, likes, dislikes, etc. Any subsequent programming for the pupil will include some recognition of the pupil's interests, likes, dislikes, etc.

P.O. 1.1.2. Ability to interpret, administer, and integrate a variety of assessment instruments and techniques in the perceptual domain.

B.O. 1.1.2.(a) Given a pupil's cumulative record, the intern will recognize and select data relating to the pupil's perceptual development.

B.O. 1.1.2.(b) Given the pupil's test booklets, examiner's manual, and test cards, the intern will be able to administer and interpret the data from the Slingerland (Malcomesius) Specific Language Disabilities Test.

B.O. 1.1.2.(c) The intern will be able to administer and interpret informal assessment techniques of visual discrimination.

B.O. 1.1.2.(d) The intern will be able to administer and interpret informal assessment techniques of visual to motor performance.

B.O. 1.1.2.(e) The interns will be able to administer 1 or more informal assessment techniques of visual memory.

B.O. 1.1.2.(f) The intern will be able to administer and interpret informal assessment techniques of auditory discrimination.

B.O. 1.1.2.(g) The intern will be able to administer and interpret informal assessment techniques of auditory to motor memory.

B.O. 1.1.2.(h) After (while) viewing the film Why Billy Can't Learn, the intern will (1) list several of Billy's behaviors which are indicative of possible specific learning disabilities and (2) list all of the teaching and programming techniques shown in the film.

P.O. 1.1.3. Ability to interpret and integrate a variety of assessment instruments and techniques in the cognitive domain.

B.O. 1.1.3.(a) Given a pupil's cumulative record, the intern will recognize and select data relating to the pupil's cognitive development.

B.O. 1.1.3.(b) After viewing the films Classification and Conservation (based on Piaget's theories), the intern will (1) develop an acceptable definition of the processes of classification and conservation and (2) distinguish and list the characteristics of the preoperational, concrete operational, and formal (abstract) operational levels of cognition.

B.O. 1.1.3.(c) Given a set of Attribute Materials, the intern will be able to (1) use them with pupils to assess the pupil's level of cognition (pre, concrete, or formal operational) and (2) use them with students in the school setting to develop cognitive skills.

B.O. 1.1.3.(d) The intern will be able to classify typical curriculum questions, statements, and assignments according to Bloom's Taxonomy of Educational Objectives with 80 per cent accuracy.

P.O. 1.1.4. Ability to interpret, administer, and integrate a variety of assessment instruments and techniques in the educational domain.

B.O. 1.1.4.(a) After attending the instructor's lecture and reading "I.Q. Abuse" (and other related articles from Psychology Today), Different Views of Intelligence by Alan Polittle, and "Influence of Psychological Reports on Teacher Behavior and Pupil Performance" by W. Vixtor Beez, the intern will show a gross sense of the historical roots and structure of the Stanford Binet and WISC Intelligence Tests by being able to state:

1. The reason Simon & Binet were commissioned to devise a test,
2. The composition of the population in terms of color and nationality of the Stanford Binet,
3. That the Stanford Binet is based on a mental age concept and define mental age concept,
4. That the WISC is based on subtest performance, and
5. The racial composition of the WISC standardization sample.

B.O. 1.1.4.(b) Given the WISC subtest scores for a student, the intern will form several provisional hypotheses about that student's intelligence.

B.O. 1.1.4.(c) The intern will be able to write the formula for intelligence quotient computation.

B.O. 1.1.4.(d) The intern will differentiate between process/product or fluid/crystallized intelligence demands.

B.O. 1.1.4.(e) The intern will be able to state in terms of process/product the intellectual demand made by the WISC subtests on: information, vocabulary, arithmetic, similarities, comprehension, and block design.

B.O. 1.1.4.(f) Given certain subtest patterns, the intern will be able to infer:

1. Possible cultural exposure
2. Potential learning activity
3. Ability to make use of opportunity he is exposed to:
   a) In world
   b) In school
4. Ability to acquire new material
5. Impairment in functioning through anxiety

B.O. 1.1.4.(g) Given the ten subtests, the intern will be able, in one sentence, to describe the task of at least six.

B.O. 1.1.4.(h) Given the ten subtests, the intern will be able, in one sentence, to describe the cognitive demand of at least six.

B.O. 1.1.4.(i) Given a subtest score pattern, the intern will be able to identify high scores in similarities, comprehension, and block design as possible counter indicators of law I.Q.

B.O. 1.1.4.(j) The intern will be able to state which subtest is most likely a reflection of the extent of exposure to the American culture.

B.O. 1.1.4.(k) The intern will be able to state at least one subtest which could reflect the amount of advantage a person has taken of his opportunities.

B.O. 1.1.4.(l) The intern will be able to state the two subtests which suggest the individual's ability to acquire new information.

B.O. 1.1.4.(m) The intern will be able to state the mean, range, and standard deviation of the WISC subtest scores.

P.O. 1.1.5. Ability to assess the student's learning style.

B.O. 1.1.5.(a) After studying the book Diagnostic Teaching by Marshall Rosenberg, the intern will be able to classify a list of pupil behaviors as either Rigid-Inhibited Style, Undisciplined Style, Acceptance-Anxious Style, or Creative Style with 80 per cent or better accuracy.

B.O. 1.1.5.(b) After studying the book Diagnostic Teaching, the intern will be able to classify a list of program adjustments for pupils as being most appropriate to either the Rigid-Inhibited Style, the Undisciplined Style, the Anxious-Acceptance Style, or the Creative Style.

B.O. 1.1.5.(c) After seeing the film Why Billy Can't Learn, reading the pamphlet titled "Learning Disabilities due to Minimal Brain Dysfunction," and reading the article "Learning to Learn: New Techniques Help Pupils Who Can't Grasp Fundamental Concepts," the intern will be able to list 20 or more behaviors and/or signs of pupils with specific learning disabilities.

B.O. 1.1.5.(d) Given a pupil's cumulative record, the intern will be able to identify and extract data indicative of the pupil's learning style and any successful program adjustments made for that pupil.

Subcompetency 1.2. Ability to use assessment information for planning an individual program and for evaluation of progress.

P.O. 1.2.1. Ability to develop a series of appropriate instructional and behavioral objectives for a given student after completing a psychoeducational assessment. (Instruction in Competency 3.)

P.O. 1.2.2. Ability to demonstrate use of the student's primary learning style in program planning. (Instruction in Competency 3.)

P.O. 1.2.3. Ability to develop and implement at least two different strategies by which to achieve each stated instructional and behavioral objective.

B.O. 1.2.3.(a) After demonstration and instruction, the intern will be able to demonstrate and/or use with Specific Learning Disabilities pupils the following techniques or programs:

1. A Guide to Teaching Phonics by June Lyday Orton (Educator's Publishing Service, Inc.) in conjunction with the Merrill and Lippincott Linquistic Readers
2. "The Neurological Impress Remedial Reading Technique" by R. G. Heckelman (Academic Therapy Quarterly)
3. Structural Mathematics by Stern, Stern, & Gould (Merrill)
4. VAKT and/or Fernauld spelling
5. Rhythmic spelling
6. Audex-Motility Training & Phonics Program (Educational Development Laboratories)
7. Michigan Tracking Program (Ann Arbor Publishers)
8. Three or more strategies for correcting poor physical coordination

B.O. 1.2.3.(b) After seeing the film Why Billy Can't Learn, reading the pamphlet "Learning Disabilities due to Minimal Brain Dysfunction," and reading the article "Learning to Learn: New Techniques Help Pupils Who Can't Grasp Fundamental Concepts," the intern will be able to list 15 or more techniques and/or program adjustments appropriate for pupils with specific learning disabilities.

B.O. 1.2.3.(c) The intern will become familiar with techniques and program adjustments used by Mark Twain school based student resource teachers.

B.O. 1.2.3.(d) After studying the book Diagnostic Teaching by Marshall Rosenberg, the intern will be able to classify a list of program adjustments for pupils as being most appropriate to the Rigid-Inhibited Style, the Undisciplined Style, the Anxious-Acceptance Style, or the Creative Style.

B.O. 1.2.3.(e) The intern will provide evidence of having utilized the Diagnostic Teaching programming concepts during their Mark Twain practicum experiences.

B.O. 1.2.3.(f) (A) Given a set of data (diagnostic report) from a pupil's educational and perceptual testing, the intern will recommend an appropriate reading program or method and substantiate the recommendation with six or more pieces of data from the report.

(B) The intern will make six or more specific program (teaching techniques) recommendations and substantiate the need for each with data from the report.

P.O. 1.2.4. Ability to establish and use evaluation criterion with students and teachers several times during the school year. (Instruction in Competency 3.)

COMPETENCY 2. HUMAN RELATIONS AND COUNSELING

Subcompetency 2.1. Ability to comprehend and communicate effectively in an educational setting.

P.O. 2.1.1. Demonstrates ability to comprehend and clarify individual communications both in terms of content and feeling with students and peers.

B.O. 2.1.1.(a) Learner will accurately discriminate between the content and feeling of written communications. (Illustrative student statements & COFI.)

B.O. 2.1.1.(b) Learner will accurately discriminate between the content and feeling of verbal communications in an individual counseling simulation.

P.O. 2.1.2. Demonstrates ability to comprehend and clarify group communications both in terms of content and feeling with students and peers.

B.O. 2.1.2.(a) Learner will accurately discriminate between the content and feeling of verbal communications in a group discussion simulation.

Subcompetency 2.2. Ability to interact with empathy, respect, specificity, self-awareness, and self-acceptance in an educational setting.

P.O. 2.2.1. Demonstrates knowledge of the concept and expression of the above characteristics in counseling and human relations.

B.O. 2.2.1.(a) Learner will define the concept and expression of empathy through appropriate categorizing of levels of empathic expression.

B.O. 2.2.1.(b) Learner will define the concept and expression of respect through appropriate categorizing of levels of respectful expression.

B.O. 2.2.1.(c) Learner will define the concept and expression of specificity through appropriate categorizing of levels of specific expression.

B.O. 2.2.1.(d) Learner will define the concept and expression of self-awareness through identification of levels of self-awareness expression.

B.O. 2.2.1.(e) Learner will define the concept and expression of self-acceptance through identification of levels of self-acceptance.

P.O. 2.2.2. Demonstrates ability to effectively use each of the above characteristics for a helping relationship.

B.O. 2.2.2.(a) Learner will demonstrate facilitating levels of empathy for a helping relationship by display of at least Level 3 responses on the empathy scale in an individual counseling simulation.

B.O. 2.2.2.(b) Learner will demonstrate facilitating levels of respect for a helping relationship by display of at least Level 3 responses on the respect scale in an individual counseling simulation.

B.O. 2.2.2.(c) Learner will demonstrate facilitating levels of specificity for a helping relationship by display of at least Level 3 responses on the specificity scale in an individual counseling simulation.

B.O. 2.2.2.(d) To be developed.

B.O. 2.2.2.(e) To be developed.

Subcompetency 2.3. Ability to facilitate attainment of humanistic educational objectives in groups.

P.O. 2.3.1. Demonstrates ability to formulate humanistic (affective) educational objectives for groups of students and staff.

B.O. 2.3.1.(a) Learner will state explicit affective objectives related to skill, interpersonal, and system levels of transaction in an educational setting.

B.O. 2.3.1.(b) Learner will identify illustrative behavior criteria for evaluating progress towards explicitly stated affective objectives.

P.O. 2.3.2. Demonstrates ability to select and develop strategies for achieving affective objectives in groups.

B.O. 2.3.2.(a) Learner will identify at least two specific techniques for promoting affective objectives at the skill, interpersonal, and system level of transaction.

B.O. 2.3.2.(b) Learner will develop at least one original technique for promoting affective objectives at the skill, interpersonal, and system level of transaction.

P.O. 2.3.3. Demonstrates knowledge of and ability to perform a variety of leader functions appropriate to the objectives for and needs of the group.

B.O. 2.3.3.(a) Learner will select and describe a set of leader functions designed to promote attainment of specific objectives in a group situation.

B.O. 2.3.3.(b) Learner will demonstrate, in a real or simulation group situation, the use of a variety of leader functions to promote attainment of specific objectives.

B.O. 2.3.3.(c) Learner will describe, orally or in writing, a logical process for identifying and resolving discrepancies between self as leader and group.

COMPETENCY 3. CURRICULUM DEVELOPMENT AND IMPLEMENTATION

Subcompetency 3.1. Ability to plan and organize an instructional system appropriate to the cognitive and affective needs of students.

P.O. 3.1.1. Demonstrates the ability to plan and sequence an instructional program.

P.O. 3.1.2. Demonstrates the ability to formulate behavioral and performance objectives appropriate to the cognitive and affective needs of students.

P.O. 3.1.3. Demonstrates the ability to plan for the evaluation of student progress on specified behavioral and performance objectives.

Subcompetency 3.2. Ability to develop and select curriculum appropriate to the cognitive and affective needs of students.

P.O. 3.2.1. Demonstrates knowledge of concepts and strategies presented through prepackaged curricula.

P.O. 3.2.2. Demonstrates ability to design curriculum to meet specific learner needs by abstracting and integrating elements of known curriculum.

P.O. 3.2.3. Demonstrates the ability to generate additional curriculum content from an established conceptual base.

Subcompetency 3.3. Ability to plan and implement a variety of learning activities and teaching strategies related to appropriate performance objectives and curriculum content.

P.O. 3.3.1. Demonstrates the ability to plan a variety of learning activities and teaching strategies related to appropriate performance objectives and curriculum content.

P.O. 3.3.2. Demonstrates the ability to implement a variety of learning activities and teaching strategies related to appropriate performance objectives and curriculum content.

Subcompetency 3.4. Ability to select appropriate instructional materials from available resources and develop instructional materials necessary to individualize instruction.

P.O. 3.4.1. Demonstrates the ability to use the resources for instructional materials in MCPS and surrounding areas effectively.

P.O. 3.4.2. Demonstrates the ability to design and produce multimedia instructional materials.

P.O. 3.4.3. Demonstrates the ability to operate A-V equipment necessary for the instructional program.

P.O. 3.4.4. Demonstrates the ability to match media with student style, needs, and requirements.

P.O. 3.4.5. Demonstrates the ability to evaluate worth of commercial materials and modify to fit needs of special students.

COMPETENCY 4. BEHAVIOR MANAGEMENT

Subcompetency 4.1. Ability to establish and reinforce behavioral values, expectations, and limits in an educational setting.

P.O. 4.1.1. Demonstrates knowledge of relevant criteria for identification of "emotionally disturbed" youth.

B.O. 4.1.1.(a) Learner will accurately identify, in writing, at least four criteria for making a decision regarding selection of a student into an educational program for "emotionally disturbed" youth and will clearly relate these criteria to specific background information provided in a standardized case study of a problem adolescent.

P.O. 4.1.2. Demonstrates thoughtful consideration of basic limits or standards for all persons in a learning environment (children and staff), including rationale (the value-base for the limit) and likely consequences of adherence to such limits within and outside the school.

B.O. 4.1.2.(a) Learner will list specific behaviors which he considers unacceptable in an educational setting.

B.O. 4.1.2.(b) Learner will identify and discuss a rationale for each specific behavior listed and the likely consequences of adhering to that limit within and outside the school.

B.O. 4.1.2.(c) Learner will compare his own statement of limits, rationale, and likely consequences to a referent set of statements gathered from peers and instructors and reevaluate this statement indicating changes, if any.

P.O. 4.1.3. Demonstrates knowledge and ability to design and manage a learning environment so as to enhance and reinforce one's behavior-values.

B.O. 4.1.3.(a) Learner will accurately apply knowledge of at least two of three major educational strategies (i.e., sensory-neurological, psychodynamic-interpersonal, behavior modification) by analyzing a standardized case study of a problem adolescent with regard to the following dimensions: (1) causation, (2) diagnostic or assessment information, (3) goals or objectives, and (4) illustrative method(s) to achieve goal(s).

B.O. 4.1.3.(b) Learner will accurately identify, orally or in writing, at least four of six design and management strategies for enhancing behavior-values, as practiced by self or others (i.e., modelling, structuring physical environment, reinforcement, planned ignoring, regulated permission, stating and enforcing consequences.)

B.O. 4.1.3.(c) Learner will demonstrate, through a video tape, audio tape, or scheduled observation, successful application of at least four of six design and management strategies for enhancing behavior-values.

Subcompetency 4.2. Ability to identify and teach strategies for coping with conflict and frustration in an educational setting.

P.O. 4.2.1. Demonstrates knowledge of major areas of adolescent conflict (i.e., sex, aggression, and dependency) within individual, group, and school environment and the learning sources related to these conflicts.

B.O. 4.2.1.(a) Learner will meaningfully discuss typical conflicts of adolescence and the learning sources of these conflicts in at least one of three basic human need areas (i.e., dependency-inclusion, sexuality-affection, and aggression-control.)

B.O. 4.2.1.(b) Learner will present, orally or in writing, an analysis of relevant conflicts and the learning sources of these conflicts as applied to a personal study of at least one adolescent. (Note: to be initiated during 1973-1974 Internship Program.)

P.O. 4.2.2. Demonstrates ability to identify and employ alternatives for helping an individual manage or resolve conflicts and frustrations.

B.O. 4.2.2.(a) Learner will develop an original lesson illustrating at least one strategy for coping with frustration.

B.O. 4.2.2.(b) Learner will demonstrate effective teaching implementation of at least one technique from each of two major strategies for coping with frustration, either in a group lesson or a life-space interview by presenting a video tape, audio tape, or scheduled observation.

B.O. 4.2.2.(c) Learner will be able to induce a moderate frustration experience in classroom and conduct a meaningful "acceptance" discussion.

Subcompetency 4.3. Ability to develop and use teacher-intervention techniques to effectively manage disruptive school behavior.

P.O. 4.3.1. Demonstrates knowledge of surface management, life-space interviewing, and operant principles and procedures.

B.O. 4.3.1.(a) Learner will accurately provide a written description of self or others applying at least 9 of 12 surface management techniques.

B.O. 4.3.1.(b) Learner will respond, in writing, to a standardized case description by indicating an appropriate strategy for conducting a life-space interview or learner will write up one's own application of a life-space interview strategy to a real practicum situation.

P.O. 4.3.2. Demonstrates skill in use of surface management, life-space interviewing, and operant principles and procedures.

B.O. 4.3.2.(a) Learner will effectively demonstrate in a standardized simulation situation at least 9 of 12 surface management techniques.

B.O. 4.3.2.(b) Learner will demonstrate in a standardized simulation situation an effective application of a life-space interview.

B.O. 4.3.2.(c) Learner will design, implement, and write-up an operant program applied to a specific individual or group.

COMPETENCY 5. SYSTEMS ANALYSIS AND CONSULTATION

Subcompetency 5.1. Ability to formulate and communicate concepts of family, community, and educational systems and their effects on student behavior and adjustment.

P.O. 5.1.1. Demonstrate ability to assess how family, community, and educational factors affect the functioning of a particular student in a particular school setting.

B.O. 5.1.1.(a) Analyze the academic and behavioral situation of a student in order to design an educational program for this same character.

P.O. 5.1.2. Demonstrates ability to translate knowledge of systems influences into a plan for change which will enable a student in need of help to function more effectively.

B.O. 5.1.2.(a) Given a particular situation which includes information on the family, home, and school systems, determine in which system or systems it is possible to create some significant change and your rationale for it.

P.O. 5.1.3. Demonstrates ability to carry out a parent conference which increases lines of communication between home and school and develops a concrete follow-up plan.

B.O. 5.1.3.(a) Given the facts surrounding a situation which calls for a family conference, write up a plan which will take into consideration:

1. Who should be present at the conference?
2. What questions should be asked of the parents, the child, and other members present?
3. What questions do you need to ask and answer for yourself?
4. What are the minimal expectations from participants which are required to move into a concrete plan?

APPENDIX D cont.

Subcompetency 5.2. Ability to identify and use organizational processes and structures for communication, decision-making, and conflict resolution.

P.O. 5.2.1. To demonstrate knowledge of the formal and informal power structure of a local school.

B.O. 5.2.1.(a) Given a lecture and discussion, the learner will be able to list system values and normative behavior that existed in some organization of which they were a part. (School, business, political, or social organization.)

B.O. 5.2.1.(b) Given a discussion after a role-playing situation which simulates a school conference, the learner will be able to recognize role expectations and role hindrances and be able to form some hypothesis about the influence role expectations have on planning for a student.

P.O. 5.2.2. To identify reaction within the system to conflict situations between teachers* and student, student and student, and teacher and teacher.

B.O. 5.2.2.(a) Given a conflict situation in a classroom, role-play consultative situation with a teacher around this conflict.

(*Teacher is identified as adult in school setting.)

P.O. 5.2.3. To identify and appreciate policies and formal and informal practices which promote or hinder organizational objectives.

B.O. 5.2.3.(a) Given a school in which you're doing an internship, write a paper taking into consideration the formal and informal power structure, official policies, and informal organizational practices that promote or hinder organizational objectives.

Subcompetency 5.3. Ability in a consultative process to help others identify and understand student, staff, and own behavior within a given system.

P.O. 5.3.1. To be aware of and participate in several consultative situations that arise in a school setting, i.e., team consultation, individual teacher consultation, and work group consultation.

B.O. 5.3.1.(a) Gather pertinent data to use in the consultative process.

P.O. 5.3.2. To be in touch with your own feelings and values, and those of the consultees, in a given consultative situation.

B.O. 5.3.2.(a) Having observed a classroom, plan positive feedback information to be given to that teacher about her own behavior.

B.O. 5.3.2.(b) Given participation in a demonstration of a consulting situation, the interns will be able to analyze their feelings and the feeling and values of the consultees.

B.O. 5.3.2.(c) Given an opportunity to discuss past experiences in which problem-solving situations led to conflict, identify those feelings and values in yourself and the others which brought you into conflict.

P.O. 5.3.3. To develop and use consultative strategies that will suit situations and personal styles arising in school settings.

B.O. 5.3.3.(a) Given information on the steps of a consulting model, the students will demonstrate the model through role playing.

APPENDIX E

Form Used for Practicum, Seminar, and Summary Evaluation of Intern Competencies

MARK TWAIN SCHOOL
1551 Avery Road
Rockville, Maryland 20853

MARK TWAIN TEACHER INTERNSHIP PROGRAM

Intern Evaluation Form

Intern _____ Date _____

Supervisor(s) _____ _____

A primary objective of the Mark Twain Teacher Internship Program is to promote effectiveness in both professional competencies and personal characteristics judged to be critical for teaching youth with emotional and learning difficulties. This form provides a means for assessing intern performance in both of these categories. It is expected that this evaluation format will serve as a focus for individual conferencing to promote continuing professional development.

I. Professional Competency.
Consider the above named intern in relation to what you think would be an acceptable level of skill for a teacher of adolescents with learning and emotional problems. Thus, for the purpose of this evaluation, judging the intern as "Effective" in a competency would mean you believe this level of skill to be acceptable or adequate. Indicating "Highly Effective" would mean that you judge the intern as having advanced well beyond an acceptable or adequate level. "Needs Strengthening" would mean that you judge the intern as not yet having reached an acceptable or adequate level.

Please note that there are seven points on each rating scale. However, in making your ratings, you may place an X at any point along the continuum from 1 to 7. If you feel unable to rate the intern in a particular subcompetency, circle the "N" in the "No Opinion" column. Please write comments, if any, in the spaces provided.

Competency Area	Subcompetency Criteria	Needs Strength			Effective		Highly Effective		No Opinion
COMPETENCY 1 Psychoeducational Assessment	1.1. Able to complete a psychoeducational profile, including learner strengths and weaknesses, style, and interpersonal functions.	1	2		3	4 5	6	7	N
	1.2. Able to use assessment information for planning an individual program and for evaluation of progress.	1	2		3	4 5	6	7	N
	Comments:								
COMPETENCY 2 Human Relations and Counseling	2.1. Able to comprehend and communicate effectively in an educational setting.	1	2		3	4 5	6	7	N
	2.2. Able to interact with empathy, respect, specificity, self-awareness, and self-acceptance.	1	2		3	4 5	6	7	N
	2.3. Able to facilitate attainment of humanistic educational objectives in groups.	1	2		3	4 5	6	7	N
	Comments:								
COMPETENCY 3 Curriculum Development and Implementation	3.1. Able to plan and organize an instructional system appropriate to the cognitive and affective needs of students.	1	2		3	4 5	6	7	N
	3.2. Able to develop and select curriculum content appropriate to the cognitive and affective needs of the student.	1	2		3	4 5	6	7	N
	3.3. Able to plan and implement a variety of learning activities and teaching strategies related to appropriate performance objectives and curriculum content.	1	2		3	4 5	6	7	N
	3.4. Able to select appropriate instructional materials from available resources and develop materials necessary to individualize instruction.	1	2		3	4 5	6	7	N
	Comments:								

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Note: Completed by seminar instructor and each of three practicum supervisors.
This form is a revision of the one used in 1972-73, but contains the same categories of information.

APPENDIX E cont.

Competency Area	Subcompetency Criteria	Needs Strength		Effective			Highly Effective		No Opinion
COMPETENCY 4 Behavior Management	4.1. Able to establish and reinforce behavioral values, expectations and limits in an educational setting.	1	2	3	4	5	6	7	N
	4.2. Able to identify and teach strategies for coping with conflict and frustration in an educational setting.	1	2	3	4	5	6	7	N
	4.3. Able to develop and use teacher intervention techniques to effectively manage disruptive school behavior.	1	2	3	4	5	6	7	N
	Comments:								
COMPETENCY 5 Systems Analysis and Consultation	5.1. Able to formulate and communicate concepts of family, community, and educational systems and their effects on student behavior and adjustment.	1	2	3	4	5	6	7	N
	5.2. Able to identify and use organizational processes and structures for communication, decision-making, and conflict resolution.	1	2	3	4	5	6	7	N
	5.3. Able in a consultative process to help others identify and understand student, staff, and own behavior within a given system.	1	2	3	4	5	6	7	N
	Comments:								

II. Personal Characteristics.

Consider how typically the intern displays the following highly valued characteristics. For the purpose of this evaluation, "Effective" means the intern often displays each of the attributes comprising the personal characteristic. "Highly Effective" means he or she typically displays each of the attributes for that characteristic. "Needs Strengthening" would mean that the intern does not often display each of the attributes.

Please note again that there are seven points on each rating scale. In marking your ratings you may place an X at any point along the continuum from 1 to 7. Circling "N" indicates that you feel unable to rate the intern on that characteristic. Please write any comments in the spaces provided.

Characteristic	Criteria Attributes	Needs Strength		Effective			Highly Effective		No Opinion
Emotional Stability	As evidenced by reality orientation, sense of humor, calmness and appropriateness of involvement in crisis situations, perseverance under stress, optimism, satisfaction from own efforts, honesty with self and others, resilience, and flexibility.	1	2	3	4	5	6	7	N
	Comments:								
Interpersonal Relations	As evidenced by respect for and interest in others, openness to ideas of others, ability to work in groups, empathy and warmth towards others, and appreciation of strengths in others.	1	2	3	4	5	6	7	N
	Comments:								
Initiative and Follow Through	As evidenced by courage to initiate new ideas, thoroughness, ability to work independently, willingness to engage in problem solving, and willingness to try new alternatives.	1	2	3	4	5	6	7	N
	Comments:								

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APPENDIX F

Evaluation and Research: Intern Critique of Program Questionnaire and Results

MARK TWAIN SCHOOL
1551 Avery Road
Rockville, Maryland

Mark Twain Teacher Internship Program

This questionnaire is designed to elicit your opinion of the Mark Twain Internship instructional program. Please be candid so the information provided is useful for program improvement. Your responses are anonymous and in no way can they affect judgment of your performance as a trainee.

Please respond by indicating the number of the appropriate scale that corresponds to your answer for each competency area.

A. Questions 1-12: 1 No/Never 2 3 As Often As Not 4 5 Yes/Always 6 No Opinion

	I Psychoed. Assessment	II Counseling and H. R.	III Curric. Develop.	IV Behavior Manage.	V Systems Analysis	Mean
1. Were the seminar objectives made clear?	4.50	4.13	3.63	4.25	3.38	4.03
2. Did the announced objectives and what was actually taught agree?	4.63	3.88	3.50	4.38	3.71	3.92
3. Was seminar time well used and not wasted?	4.63	3.75	3.00	4.00	3.25	3.68
4. Were instructors well prepared for each seminar meeting?	4.75	4.75	3.75	4.63	3.71	4.33
5. Were the learning activities and experiences too repetitive?	2.38	2.75	2.38	2.38	2.38	2.45
6. Did the instructors raise challenging questions or problems for discussion?	3.38	3.50	3.50	3.38	3.38	3.45
7. Were instructors genuinely concerned with your progress and actively helpful?	4.13	4.50	4.13	4.25	4.00	4.23

APPENDIX F cont.

Questions 1-12 cont.	I Psychoed. Assessment	II Counseling and H. R.	III Curric. Develop.	IV Behavior Manage.	V Systems Analysis	Mean
8. Were major points or concepts summarized or emphasized?	4.00	4.13	3.13	3.75	3.29	3.63
9. Were you given sufficient opportunities to express your opinions?	3.88	4.25	3.63	4.00	3.88	3.88
10. Were instructors available for consultation outside of class?	4.25	4.25	4.38	4.25	4.00	4.30
11. Did evaluation activities reflect the content of the seminars?	3.75	4.13	3.69	4.25	3.75	3.90
12. Was your interest in the subject heightened by the seminars?	4.25	4.25	3.50	4.13	4.00	3.93

B. Questions 13-17: 1 Not Enough 2 3 About Right 4 5 Too Much 6 No Opinion

13. How do you feel about the scope of the seminars and the amount of material covered?	4.13	2.75	3.00	2.75	2.71	3.13
14. How much effort (work-load) did you have to put into the course?	3.29	3.14	3.43	2.71	2.57	3.20
15. For your level of prior preparation, how would you rate the difficulty of the material covered?	3.00	2.75	2.38	2.38	2.57	2.58
16. How would you rate the speed at which material was introduced and covered?	4.00	2.63	2.88	2.50	2.43	2.98

APPENDIX F cont.

Questions 13-17 cont.	I Psychoed. Assessment	II Counseling and H. R.	III Curric. Devel.	IV Behavior Manage.	V Systems Analysis	Mean
17. What is your opinion of the emphasis placed on:						
a) Theoretical considerations?	3.57	2.75	3.13	2.88	2.86	3.09
b) Practical aspects?	2.71	3.00	2.75	2.75	2.75	2.79

C. Questions 18-21: 1 Poor 2 3 Good 4 5 Excellent 6 No Opinion

18. Compared to other instructors you have had (in high school and college), how would you rate the teaching skill of seminar instructors?	3.63	3.81	3.00	3.38	2.75	3.36
19. In general, how would you rate the:						
a) Lectures?	3.38	3.50	2.50	3.13	2.75	3.00
b) Class discussions?	2.75	3.50	2.75	3.00	2.88	2.95
c) Workshops and special learning activities?	3.33	3.12	3.29	3.12	3.17	3.23
d) Reading materials?	3.50	3.50	2.88	3.38	3.00	3.23
e) Films and other special learning materials?	3.50	3.12	3.50	3.14	3.00	3.35
f) Guest lecturers?	3.00	3.00	3.00	3.00	3.13	3.00
g) Evaluation activities?	2.63	3.88	3.00	2.88	3.13	3.08
h) Quality and usefulness of feedback?	3.25	3.75	3.14	3.25	3.43	3.31
20. How would you rate the usefulness for role performance of the resources and skills taught?	3.50	3.88	3.25	3.63	3.50	3.50

Questions 18-21 cont.	I Psychoed. Assessment	II Counseling and H. R.	III Curric. Develop.	IV Behavior Manage.	V Systems Analysis	Mean
21. Overall, how would you rate the:						
a) Value of the seminars?	3.50	3.88	3.13	3.38	3.00	3.40
b) Effectiveness of the instruction?	3.63	4.00	3.00	3.63	3.00	3.45

D. List the three most effective learning experiences:

	Times Mentioned
1. Practicum	4
2. Survey of school system	3
3. Counseling activities	3

E. List the three least effective learning experiences:

1. Bruce Joyce Cognitive Development Strategies	7
2. Issues in contemporary special education	4
3.	

F. Additional Comments:

APPENDIX G

Mark Twain School Staff Critique of the 1971-72 Staff Development Institute with Mean Ratings by Team Teachers and Other Teachers

MARK TWAIN SCHOOL
1551 Avery Road
Rockville, Maryland

Mark Twain Staff Development Program: Evaluation and Research

Institute Follow-up

This questionnaire is designed to elicit your opinion of the initial Mark Twain Staff Development Institute now that you have experience on the job. Your responses will be used to guide program planning and revision. Please be as specific as possible in your comments.

I. Goals: The institute program was developed to foster participant attainment of five goals thought to be basic for working with children experiencing difficulties with human relationships, self-organization, or other behaviorally-linked learning problems.

A. How relevant have you found the basic program objectives to be for training for your present assignment?

Goals	Subgoals	Mean Rating on a 5-point Scale: Team Teachers (N=20)	Mean Rating on a 5-point Scale: Other Teachers (N=16)
To develop skill in:	Gain in the ability to:		
1. Pupil Assessment and Programming	. Complete a diagnostic profile . Interpret diagnostic findings . Use findings for programming	4.1	2.4
2. Interpersonal Relations	. Comprehend and communicate effectively . Interact with genuineness, respect, and empathy . Provide constructive supervision . Promote mutual understanding and resolution of problems	4.4	4.4

APPENDIX G cont.

Goals	Subgoals	Mean Rating on a 5-point Scale: Team Teachers (N=20)	Other Teachers (N=16)
To develop skill in:	Gain in the ability to:		
3. Curriculum Implementation	. Identify and develop educational materials and tasks . Develop individual performance objectives . Employ teaching strategies to meet needs of learner . Employ variety of educational techniques and materials	3.6	3.8
4. Behavior Management	. Establish realistic behavioral standards . Identify sources of conflict . Develop and use teacher-intervention techniques	4.5	3.8
5. Organizational Practices	. Formulate and communicate concepts of system influence on student behavior . Identify and use organizational processes . Identify policies which promote organizational objectives	3.7	3.3
Average		4.1	3.5
B. How adequately do you feel you were prepared for your present assignment as a result of the experiences you received during the institute?		2.7	3.3
1. In which of the five goal areas do you feel competent?			
	Pupil Assessment	47%	56%
	Interpersonal Relations	79%	81%
	Curriculum Implementation	63%	88%
	Behavior Management	79%	81%
	Organizational Practices	63%	50%
2. In which of the five goal areas do you feel in need of additional training?			
	Pupil Assessment	32%	6%
	Interpersonal Relations	11%	0%
	Curriculum Implementation	32%	0%
	Behavior Management	16%	19%
	Organizational Practices	26%	31%

	Mean Rating on a 5-point Scale	
	Team Teachers (N=20)	Other Teachers (N=16)
C. How suitable was the emphasis placed on:		
1. Theoretical considerations?	3.8	3.7
2. Practical aspects?	1.6	1.8
II. Instruction		
A. Did program instruction and activities focus on major concepts and skills needed for your work?	2.5	2.9
B. Were you given sufficient opportunity to:		
1. Express your own ideas?	4.4	4.3
2. Develop your own style?	4.0	3.8
C. In general (and in light of your experience) how would you rate:		
1. The seminars?	3.1	3.2
2. Workshops and special learning activities?	3.3	3.5
3. The reading materials?	2.9	3.3
4. The effectiveness of instruction?	2.9	3.1
5. The quality and usefulness of feedback?	2.7	2.9
6. The interest and helpfulness of instructors?	3.6	4.1

III. Role-Performance

A. Please list the learning activities or experiences that you have found especially useful, noting why.

B. Please list the learning activities or experiences that you have found least useful, noting why.

IV. Priorities for Future Mark Twain School Professional Development Programs

Please indicate what you consider to be major training priorities for the professional development of personnel entering the Mark Twain Internship Program.

V. Additional Comments

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APPENDIX H

Resumes of Level 5 and 6 Personnel

1. Stanley Fagen

Title:

Supervisor of Professional Development, Mark Twain School

Major Project Responsibilities:

Project Director; Competency Coordinator for Human Relations and Counseling and Behavior Management Areas

Relevant Experience:

Project Director, Mark Twain Staff Development Institute; Director of Evaluation and School Psychologist, Hillcrest Children's Center-American University Teacher Training Project; Clinical Child Psychologist, Hillcrest Children's Center, Washington, D. C., Family Service Agency of Prince George's County, Marlowe Heights, Maryland, and Walter Reed Medical Center, Washington, D. C.; Director of Psychology Training, Hillcrest Children's Center and Children's Hospital of D. C.

Professional Preparation:

1963	University of Pennsylvania, Philadelphia, Pennsylvania	Ph.D.
1959	University of Pennsylvania, Philadelphia, Pennsylvania	M.A.
1957	Brooklyn College, Brooklyn, New York	B.A.

2. Geraldine Meltz

Title:

Supervisor of Mark Twain School-Based Programs, Montgomery County Public Schools

Major Project Responsibilities:

Associate Project Director; Competency Coordinator for Systems Analysis and Consultation Area

Relevant Experience:

Supervisor of Mark Twain School-Based Programs, MCPS; Principal, Washington Grove Elementary School, MCPS; Chairman, Program and Facilities Committee, Mark Twain School, MCPS; Assistant Principal, Lone Oak Elementary School, MCPS; Elementary School Teacher and Resource Teacher, MCPS; Director, Teenage Program, Montgomery County Jewish Community; Junior High English Teacher, D. C. Public Schools, Washington, D. C.

2. Geraldine Meltz cont.

Professional Preparation:

1962	George Washington University, Washington, D. C.	M.S.
1941	Wilson Teachers College, Washington, D. C.	B.S.

3. Stephen Checkon

Title:

Supervisor of Evaluation and Research, Mark Twain School

Major Project Responsibilities:

Director of Evaluation

Relevant Experience:

Supervisor, Evaluation and Research, Mark Twain School; Project Evaluator, Mark Twain Staff Development Institute; Assistant Director for Development and Teacher Specialist for Development, Department of Pupil and Program Appraisal, MCPS; Classroom and Resource Teachers, MCPS

Professional Preparation:

1973	The American University, Washington, D. C.	Ph.D.
1963	Indiana State College, Indiana, Pennsylvania	M.Ed.
1960	Indiana State College, Indiana, Pennsylvania	B.A.

4. Maxine Counihan

Title:

Program Specialist, Mark Twain School-Based Programs, MCPS

Major Project Responsibilities:

Competency Coordinator for Psychoeducational Assessment and Programming Area; Practice Teaching Supervisor, School-Based Program Placements

Relevant Experience:

Program Specialist, Mark Twain School-Based Programs, MCPS; U. S. Office of Education Fellow, Bureau of Education for the Handicapped, Office of the Associate Commissioner, Program Planning and Coordination Staff; Education Program Consultant, Dorothea Dix Hospital, Raleigh, North Carolina; Teacher, Durham Child Guidance Clinic, Durham, North Carolina; Head Teacher, Adolescent Unit, John Umstead Hospital, Butner, North Carolina; Director for Teenage Problems, YWCA, Durham, North Carolina

4. Maxine Counihan cont.

Professional Preparation:

1969	Duke University, Durham, North Carolina	M.Ed.
1960	University of North Carolina, Chapel Hill, North Carolina	A.B.

5. Jeff Hill

Title:

Science Teacher, Lower School, Mark Twain School, MCPS

Major Project Responsibilities:

Competency planning for Behavior Management Area

Relevant Experience:

Science Teacher, Lower School, Mark Twain School, MCPS; Science Teacher, Kensington Junior High, MCPS; Director, Summer Recreation Program, Department of Recreation, Montgomery County, Maryland; Board of Directors, Montgomery County Jaycees, Maryland; Camp Counselor, Alexander School, Montgomery County, Maryland

Professional Preparation:

1967	Lycoming College, Williamsport, Pennsylvania	B.A.

6. Roslyn Inman

Title:

Staff Development Specialist, Mark Twain Teacher Education Project

Major Project Responsibilities:

Competency Coordinator for Human Relations and Counseling Area; Coordinator for Adolescent Life Space Experience and Practice Teaching Experience; Acquisition, Preparation, and Development of Curriculum Materials; Supervisor of Public Relations and Information Dissemination Activities

Relevant Experience:

Staff Development Specialist, Mark Twain Staff Development Institute, 1971-72, MCPS; Mental Health Associate, Office of Pupil Services, MCPS; President, Mental Health Associate Organization, Montgomery County, Maryland

Professional Preparation:

1972	Antioch College, Columbia, Maryland	B.A.

7. Phyllis McDonald

Title:

Coordinator of Instructional Resources Center, Mark Twain School, MCPS

Major Project Responsibilities:

Competency Coordinator for Curriculum Development and Implementation Area

Relevant Experience:

Coordinator, Instructional Resources Center, Mark Twain School; Program Associate, Information Center, Council for Exceptional Children; Teacher of Emotionally Disturbed Children, Christ Child Institute, Rockville, Maryland; Film Consultant, Council for Exceptional Children Film Theatre; Department Editor, Teaching Exceptional Children, Teacher's Theatre Column; Associate Editor, Exceptional Children Journal

Professional Preparation:

1972	The George Washington University, Washington, D. C.	Ed.D.
1966	The George Washington University, Washington, D. C.	Ed.S.
1964	State University of New York, Albany, New York	M.A.
1956	State University of New York, Albany, New York	A.B.

8. Judith Tarr

Title:

Diagnostic-Prescriptive Teacher, Mark Twain School, MCPS

Major Project Responsibilities:

Competency Coordinator for Psychoeducational Assessment and Programming Area

Relevant Experience:

Diagnostic-Prescriptive Teacher, Mark Twain School, MCPS; Teacher, Catch-Up Classes, MCPS; Cooperative Teacher, Hillcrest Children's Center-American University Training Program in Teaching Emotionally Handicapped Children; Elementary School Teacher, MCPS

Professional Preparation:

1960	University of Michigan, Ann Arbor, Michigan	B.S.

APPENDIX I

Description of Instruments Devised by Competency Area Coordinators

I. PSYCHOEDUCATIONAL ASSESSMENT

Instrument A: Intended for assessment of P.O.'s 1.1.1., 1.1.2., 1.1.3. A two-part exercise designed by staff to measure ability to construct a psychoeducational profile and describe the pupil's level of functioning in general academic achievement, reading, classroom behavior, and interpersonal relations.

Part I requires the respondent to review a pupil folder of a hypothetical student to extract items of information relevant to six assessment areas, i.e., general academic achievement, reading, classroom behavior (self), classroom behavior (others), interpersonal (peers), and interpersonal relations (adults), and to judge whether or not the pupil is experiencing problems in those areas. Part II requires the respondent to describe the pupil's functioning in each area.

Criteria: Part I - 5 of 6 correct; Part II - 5 of 6 correct. Against criteria set by a panel of experts. (This instrument was used as a pre-post measure in 1972-73; results did not influence determination of summary evaluations of competencies.)

(Perceptual) Diagnostic/Prescriptive Activity. Intended for assessment related to B.O.'s 1.1.2. (c-g). Designed by seminar instructor to test knowledge and understanding of perceptual dysfunction, its effect on school functioning, and formal and informal tests used to measure perceptual dysfunction. Given the names of six perceptual areas, the respondent must 1) define the terms, 2) list for each four or more ways that dysfunction can impair school functioning, and 3) list four or more formal and/or informal tests. Criteria: 63 points or more = strong; 50-62 points = adequate; and 49 or less = weak.

Diagnostic/Prescriptive Activity. Intended to assess B.O.'s 1.1.2.(a, c-g), 1.1.5.(d) and P.O. 1.2.3. Designed by seminar instructor to test 1) ability to diagnose a student's learning problem from the records included in a Mark Twain School student file and 2) knowledge of instructional techniques and strategies to meet the student's needs. From analysis of a student folder including Mark Twain and MCPS forms, the respondent must 1) select a perceptually related reading problem, 2) list ten or more related indices, 3) list five or more learning disability instructional techniques and five or more classroom adjustments, and 4) list learning disability and behavior management techniques for the pupil. Criteria: (1 and 2): 30 points or more = strong; 15-29 points = adequate; and 14 points or less = weak. (3 and 4): Same. Assess style: 19 + = strong; 13-18 = adequate; and 12 points or less = weak.

Bloom Taxonomy Assignment. Intended to assess B.O. 1.1.3.(d). Designed to test 1) understanding of Bloom's Categories of Thinking and 2) ability to categorize task demands or questions to students by the category of thinking required. This is cognition observation. Respondent must observe three or more subject classes, include 12 or more task examples, categorize tasks according to Bloom's scheme, and present the tally and a summary. Criterion: Adequacy in judgment of instructor.

(Reading) Diagnostic/Prescriptive Activity. Intended to assess B.O. 1.2.3.(f). Designed by seminar instructor to test 1) ability to diagnose a student's reading problem from a diagnostic report and select appropriate remediation and 2) knowledge of various methods and materials for teaching reading and when their use is appropriate. From analysis of a diagnostic report on a student with a reading problem, respondent must 1) select two suitable reading remediation methods and substantiate each with six pieces of information from the report data and 2) list at least seven program adjustments and substantiate each from the data. Criterion: 18 points or more = strong; 10-17 points = adequate; and 9 points or less = weak.

I.Q. Assignment. A graded learning activity related to P.O. 1.1.4. This is an intelligence observation. Respondent must observe three or more subject areas, indicate pupil responses, and summarize the nature of the learner (timing, pacing, depth, work load, etc.) Criterion: Adequacy in judgment of instructor.

II. COUNSELING AND HUMAN RELATIONS

Communications of Feelings Inquiry (COFI) and Reaction Sheet for Student Statements. Intended to assess a specific ability related to B.O. 2.1.1.(a). 1) Presented on paper with a series of statements which convey feelings but may or may not describe what the speaker feels, respondent discriminates descriptive from non-descriptive statements. 2) Presented on paper with a series of paragraphs representing student communications, respondent responds to each by discriminating between content and feeling in both the statement and his response. Criterion: 90 per cent correct.

Comprehending and Communicating Effectively. Intended to assess a specific ability related to B.O. 2.1.1.(b). Taped simulation/role-play of counseling session. Script contains five segments, each containing both content and feeling. After hearing each segment, respondent reflects as completely and accurately as possible the content and feeling of the communication. Criteria: Pass any 4 segments = strong; pass 1, 2, and 3, or 4 and 5, or 4 or 5 plus two others = adequate; and less than adequate = weak. (Criterion for each segment is reflection of 50 per cent of content, 50 per cent of feeling.)

Video-tape Simulation: Emphathy/Respect/Specificity. Intended to assess knowledge and understanding related to B.O.'s 2.2.1.(a-c). Group views VT and categorizes counselor responses for empathy or respect and for specificity. Level of empathy must be specified; respect rated as positive or negative. Criterion: 10 or more correct identifications.

Paper/Pencil Analysis: Self-Awareness/Self-Acceptance. Intended to assess knowledge and understandings related to B.O.'s 2.2.1.(d, e). Respondent defines concepts, describes at least three levels of each and relationship between them, and gives specific examples of both individual and group behavior to illustrate high and low levels of each. In addition, he does ungraded (and unread, if so desired) analysis of own self-awareness and self-acceptance. Criteria: 100 per cent = strong; 66 per cent = adequate; and 33 per cent or less = weak.

Audio-tape Simulation: Using Empathy and Respect. Intended to assess a specific ability related to B.O.'s 2.2.2.(a, b). After responding to communications in a taped simulation of a counseling dialogue, responses to Helpee are rated for indications of empathic understanding or respect. Criterion: 1) 70 per cent empathic understanding responses at least at Level 3 (openness); 2) other responses must indicate respect.

Paper/Pencil Analysis: Group Planning. Intended to assess knowledge and understanding related to B.O.'s 2.3.1.(a, b), 2.3.2.(a), 2.3.3.(a, c). Given a target group description, respondent as group leader plans for the group by 1) stating a skill, an interpersonal, and a system objective; 2) identifies at least one behavior criterion for evaluating student progress; 3) identifies two specific techniques for promoting student progress; 4) selects and describes five leader functions; and 5) describes a logical process for identifying and resolving discrepancies between desired and actual student behavior. Criteria: 1) strong = 3 of 3; adequate = 2 of 3; and weak = 1 or less of 3. 2) Same. 3) Same. 4) 80 per cent correct. 5) Pass/Fail by judgment of instructor.

III. CURRICULUM DEVELOPMENT AND IMPLEMENTATION

Constructing Flowcharts. Intended to assess knowledge and a specific ability related to P.O. 3.1.1. Task Required: 1) matching flowchart symbols and statements, 2) following the logic of a flowchart, 3) constructing a logical flowchart from given symbols and statements, and 4) constructing a flowchart of an instructional sequence. Criteria: 1) 85 per cent, 2) 100 per cent, 3) 100 per cent, and 4) 100 per cent.

Designing Effective Instruction Posttest. Intended to assess knowledge and understanding related to P.O.'s 3.1.2., 3.1.3. Task required: 1) differentiating objectives by types and levels, 2) analyzing a task and arranging a hierarchy of objectives, and 3) evaluating student progress by measurement of attainment of objectives. Criteria: 1) 10-13 points = strong; 7-9 points = adequate; and 0-6 points = weak. 2) 24-28 = strong; 18-23 = adequate; and 0-17 = weak. 3) 20-23 = strong; 15-19 = adequate; and 0-14 = weak.

Precision Teaching Posttest. Intended to assess knowledge and understanding related to P.O. 3.1.3. Multiple-choice questionnaire on the language, procedures, and measurement techniques of Precision Teaching. Criteria: 90 or more correct responses = strong; 60-89 = adequate; and 59 or less = weak.

Instrument Z. Intended to assess specific abilities related to P.O.'s 3.1.2., 3.2.2., 3.3.2. After reading a history of a student, respondent must: 1) formulate at least three affective objectives; 2) select appropriate curriculum units to attain them and indicate content to be communicated; and 3) select appropriate teaching strategies and give a meaningful rationale for their selection. Criteria: 1) 100 per cent correct = strong; 67 per cent = adequate; and 33 per cent = weak. 2) Same. 3) 83 per cent or more = strong; 33-82 per cent = adequate; and less than 33 per cent = weak.

Bruce Joyce Strategies Demonstration. Intended to assess knowledge and a specific ability related to P.O.'s 3.3.1., 3.3.2. Respondent chooses, explains, and demonstrates through peer-teaching a curriculum strategy to meet a stated educational goal. Criterion: Adequacy by judgment of seminar instructor.

Individual Project. Intended to assess knowledge and skills related to P.O.'s 3.1.3., 3.2.1., 3.2.2., 3.3.1., 3.4.1., 3.4.2., 3.4.4., 3.4.5. Respondent is required to plan, organize, and produce a curriculum package of the intern's choice which includes objectives, planning strategies, teaching/learning strategies, resources (print and nonprint instructional materials), and evaluation techniques. Criteria: Inclusion of specified components by judgment of the seminar instructor.

IV. BEHAVIOR MANAGEMENT

Application Task: Part I (Identification of Emotional Disturbance). Intended to assess knowledge related to B.O. 4.1.1.(a). Given a case history of a student referred to Mark Twain School, respondent determines if the student should be accepted into a program for "emotionally disturbed" youth and presents rationale for decision. Criteria: Acceptance decision based on four or more criteria discussed in seminar and related to data in case history.

Application Task: Part II (Educational Strategies). Intended to assess knowledge related to B.O. 4.1.3.(a). Given case history of an "emotionally disturbed" youth, respondent employs two different educational approaches (selecting from sensory-neurological, psychodynamic, interpersonal, or operant-behavior modification) indicating 1) cause of youth's difficulty; 2) types of information useful for diagnosis; 3) goals set for each strategy; and 4) illustrative methods to achieve priority goal. Criteria: Adequate or better on four items for each strategy.

Questionnaire No. 1 (Establishing Behavior Standards). Graded learning activity related to P.O. 4.1.2. Respondent demonstrates knowledge by listing unacceptable behaviors in an educational setting, rationale for considering them unacceptable, and likely consequences both inside and outside of school for student who adheres to the limit. Criterion: Adequacy by judgment of seminar instructor and self.

Questionnaire No. 2 (Establishing Behavior Standards). Graded learning activity related to P.O. 4.1.2. Respondent compares Questionnaire No. 1 to a referent set of statements gathered from peers and instructors and reevaluates his own statements. Criterion: Adequacy by judgment of seminar instructor and self.

Uses of Behavior Management Strategies. Intended to assess knowledge and understanding related to B.O.'s 4.1.3.(b, c). Respondent accurately describes the use of at least four of six strategies (structuring physical environment, reinforcing desirable behavior, regulated permission, modelling, stating and reinforcing consequences, planned ignoring), by self and others. Criterion: 4 correct.

Video-tape, Simulation, or Observation of Behavior Management Strategies. Intended to assess a specific skill related to B.O. 4.1.3.(c). Respondent demonstrates skill in actual classroom or simulation setting in at least four of six strategies, stating or clearly implying the objective of each strategy. Criterion: Four correctly demonstrated.

Verbal Reporting (Sources of Adolescent Conflict). Graded learning activity related to P.O. 4.2.1. Small-group discussions to exchange views on conflicting sources of influence on various human needs. Criterion: Adequacy by judgment of seminar instructor.

Demonstration Lesson (Frustration Management). Intended to assess specific ability related to B.O.'s 4.2.2.(a-c). Respondent 1) writes an original lesson showing at least one strategy for coping, 2) demonstrates effective teaching by implementing at least one technique from each of two major strategies for coping with frustration, and 3) induces frustration in the classroom and conducts a meaningful "acceptance" discussion. Criteria: 3 objectives met = strong; 2 objectives met = adequate; and 1 or less met = weak.

Written Identifications of Surface Management Techniques. Intended to assess knowledge and understanding related to B.O. 4.3.1.(a). Respondent states technique and illustrates with classroom examples for at least 9 of 12 techniques discussed in seminar. Criterion: 9 correct.

Life-Space Interview Simulation. Intended to assess a specific ability related to B.O. 4.3.2.(b). Given a case history of a student and a critical incident involving him, respondent conducts a simulation interview demonstrating 1) use of LSI process model to establish meaningful communication, 2) selection and implementation of strategy for "clinical exploitation," and 3) development and statement of plan for future action with student, related to strategy selected. Criteria: 3 requirements met = strong; 1 and 2 met, but 3 weak = adequate; and 1 or more unmet = weak.

Mini-operant Project. Graded learning activity related to B.O. 4.3.2.(c). Respondent conducts and reports on a project involving a mini-operant program for self, animal, or student. Criterion: Adequacy based on judgment of seminar instructor.

V. SYSTEMS ANALYSIS AND CONSULTATION

Constructing an Educational Plan. Graded learning activity related to P.O. 5.1.1. Educational plan is written for a student chosen by intern acting as SRT and using model given, including observation of student and teacher, teaching strategies to try, curriculum adjustments, specific activities, grouping practices, physical setting, and evaluation technique. Criterion: Adequate inclusion of elements of model based on judgment of instructor.

Planning a School-Family Conference. Intended to assess an ability related to B.O. 5.1.3.(a). Given a student's folder and some additional information, respondent writes 1) assessment of interacting systems; 2) plan for a school-family conference which includes who will be present and why, questions to ask of those present and of self, and minimal expectations for future; and 3) follow-up. Criteria: Adequacy on judgment of seminar instructor (completeness and logic).

Class Exercise: Role Expectations and Hindrances. Graded learning activity related to P.O. 5.2.1. Given system roles (Principal, Teacher, Counselor) and student case study, role play of conference. Criterion: Articulation of understanding of influence of system role expectations on conference outcomes in class discussion.

APPENDIX I cont.

Class Exercise: Values and Norms. Graded learning activity related to P.O. 5.1.1. and 5.2.1. Same as above. Criterion: Articulation in class discussion of understanding of difference between system role expectation and personal view of role.

Use of the Consultative Model. Intended to assess a specific ability related to P.O. 5.3.3.(a). Given a student's referral form, respondent plays role of SRT in conference with teacher, using consultative model as presented in seminar. Criterion: Adequacy determined by judgment of seminar instructor (inclusion of elements of model).

Understanding the Conflict Cycle. Intended to assess knowledge and understanding related to B.O. 5.2.2.(a). Given a report of a stressful situation, respondent analyzes it according to the model of a conflict cycle, plotting the stress cycle, showing understanding of a single stress cycle and the interaction of two stress cycles, and indicating where to intervene. Criterion: Adequacy depends on the judgment of seminar instructor.

Class Assignment. Graded learning activity related to P.O. 5.2.3. Small groups choose one of the problems typical of those facing SRT's and using a SA model, make an informal presentation in class. Criterion: Adequacy depends on the judgment of seminar instructor.

School System Analysis. Graded learning activity related to P.O. 5.2.1. Developing a diagnostic model of school in which intern was doing practicum - interviews with administration, teachers, students, etc.; observation at formal meetings, team meetings, classroom sessions and informal meetings in cafeteria, teachers' rooms, etc. Criteria: 1) description, 2) fullness of description, 3) accuracy as validated by others at site, and 4) analysis of implications of facts on judgment of others at same practicum site.

APPENDIX J

Summary of Grades on Techniques for Assessment of Intern Performance in Seminars

(See Appendix I for description of instruments.)

Assessment Technique	Related P. O.	Grade: Strong	Adequate	Weak	Incomplete/ Absent
I. Psychoeducational Assessment and Programming					
Perceptual Diagnostic/ Prescriptive Activity	1.1.2.	1	7	0	0
Diagnostic/Prescriptive Activity	1.1.2.	2	5	1	0
	1.1.5.	2	4	2	0
	1.2.3.	2	6	0	0
Bloom Taxonomy Assignment	1.1.3.	2	6	0	0
Reading Diagnostic/ Prescriptive Activity	1.2.2.	2	6	0	0
	1.2.3.	2	6	0	0
I.Q. Assignment	1.1.4.	2	5	0	1
II. Human Relations and Counseling					
COFI and Reaction Sheet	2.1.1.	0	8	0	0
Comprehending and Communicating Effectively	2.1.1.	6	2	0	0
VT Simulation:					
Empathy	2.2.1.	1	7	0	0
Respect	2.2.1.	1	7	0	0
Specificity	2.2.1.	6	2	0	0
Paper/Pencil Analysis:					
Self-Awareness	2.2.1.	4	4	0	0
Self-Acceptance	2.2.1.	4	4	0	0
Audio-Tape Simulation:					
Using Empathy and Respect	2.2.2.	3	5	0	0
Group Planning:					
Stating Objectives	2.3.1.	4	4	0	0
Identifying Behavior Criteria	2.3.1.	4	4	0	0
Techniques	2.3.2.	2	6	0	0
Leader Functions	2.3.3.	0	8	0	0
Resolving Discrepancies	2.3.3.	3	3	0	2

APPENDIX J cont.

Assessment Technique	Related P. O.	Grade: Strong	Adequate	Weak	Incomplete/ Absent
III. Curriculum Development and Implementation					
Flowcharting:					
Match Symbols and Statements	3.1.1.	0	8	0	0
Follow Logic	3.1.1.	0	8	0	0
Use Given Elements	3.1.1.	0	8	0	0
Construct Instructional Chart	3.1.1.	0	8	0	0
Designing Effective Instruction Posttest:					
Differentiate Objectives	3.1.2.	0	8	0	0
Task Analysis/Hierarchy	3.1.2.	0	8	0	0
Evaluation of Student Progress	3.1.3.	0	8	0	0
Precision Teaching Posttest	3.1.3.	0	8	0	0
Instrument Z:					
Formulate Objectives	3.1.2.	3	5	0	0
Select Unit	3.2.3.	4	4	0	0
Select Strategies/Rationale	3.3.1.	5	3	0	0
Bruce Joyce Strategies Demonstration:					
Plan	3.3.1.	0	8	0	0
Implement	3.3.2.	0	8	0	0
Individual Project:					
Dimension I-C	3.2.1.	6	2	0	0
Dimension I-D	3.2.2.	5	3	0	0
Dimension I-B	3.3.1.	6	2	0	0
Dimension III	3.4.2.	6	2	0	0
Dimension II	3.4.4.	6	2	0	0
Dimension I-E	3.4.5.	6	2	0	0
Dimension I-F	3.1.3.	6	2	0	0
Demonstration of A-V Equipment	3.4.3.	0	8	0	0
IV. Behavior Management					
Application Task:					
Part I	4.1.1.	0	8	0	0
Part II	4.1.3.	1	7	0	0
Questionnaire #1	4.1.2.	0	8	0	0
Questionnaire #2	4.1.2.	0	8	0	0

APPENDIX J cont.

Assessment Technique	Related P. O.	Grade: Strong	Adequate	Weak	Incomplete/ Absent
IV. Behavior Management cont.					
Written Identifications of Strategies	4.1.3.	0	8	0	0
VT, Simulation or Observation of Strategies	4.1.3.	0	8	0	0
Verbal Report on Adolescent Conflict	4.2.1.	0	8	0	0
Demonstration Lesson: Frustration Management	4.2.2.	4	4	0	0
Written I.D.: Surface Management Techniques	4.3.1.	0	8	0	0
Life Space Interview Simulation	4.3.2.	4	3	1	0
Mini-Operant Conditioning Project	4.3.2.	0	6	2	0
V. Systems Analysis and Consultation					
Constructing an Educational Plan	5.1.1.	2	6	0	0
Planning School/Family Conference:					
Assess	5.1.1.	5	3	0	0
Plan	5.1.2.	3	5	0	0
Implement	5.1.3.	3	4	1	0
Class Exercise:					
Role Expectations	5.2.1.	0	8	0	0
Values and Norms	5.2.1.	0	8	0	0
Use of Consultative Model:					
Gather Data	5.3.1.	0	8	0	0
Implement	5.3.3.	0	8	0	0
Understanding Conflict Cycle	5.2.2.	0	7	1	0
Class Assignment	5.2.3.	0	8	0	0
School System Analysis	5.2.1.	2	6	0	0
Classroom Observation	5.3.2.	0	8	0	0

APPENDIX K

Description of Instruments Used to Measure Changes in Attitudes and Values

The Specialized Proficiencies for Working with Exceptional Children Questionnaire (Mackie, 1960) is a self-rating scale of 110 items of specialized job skills or competencies for teachers who work with exceptional children. The instrument was used as part of the study Qualifications and Preparation of Teachers of Exceptional Children, undertaken by the United States Department of Health, Education, and Welfare. A modified version (Tompkins, 1971) was designed to elicit opinions as to the importance of the competencies to an individual's job assignment as well as his opinions of his ability on those competencies in the following areas: knowing the child, curriculum materials and method, testing and psychoeducational assessment, counseling and behavior management, the teacher as a professional team worker, parent and public relations, and teacher as a person. It was used to measure changes in the opinions of trainees as to the importance of specified competencies and their confidence in their abilities to perform specified tasks in working with exceptional children after exposure to the program.

The Teacher Practices Questionnaire (Sorenson, 1963) consists of 30 problem situations typical of those encountered by teachers in their daily routines. For each problem, four alternative solutions were presented representing the following role dimensions: counselor, disciplinarian, information giver, motivator, and referrer. The instrument is based on the work of Ryann (1960). It was used to measure changes in trainees' perception of their roles in meeting typical problem situations.

The Personal Orientation Inventory (Shostrum, 1966) consists of 150 two-choice comparative value judgment items and purports to tap self-actualization, a concept used by such writers as Maslow and Rogers. There are four major scales and ten subscales. It was used to measure changes in the opinions of trainees about their abilities to function as self-actualizing individuals with autonomy and interdependency.

The Fundamental Interpersonal Relations Orientation-Behavior (Schultz, 1962) seeks to measure "how an individual acts in interpersonal relations. It is designed not only to measure individual characteristics but also to assess relationships between people, such as compatibility." It attempts to evaluate behavior on three "fundamental interpersonal dimensions," inclusion, control, and affection. It was used to measure changes in trainees' perception of their sensitivity, personal awareness, and action skills in social situations.

The Minnesota Teacher Attitude Inventory (Cook, 1951) consists of 150 attitude statements designed to predict how well a teacher will get along with pupils in interpersonal relationships and indirectly how well satisfied a teacher will be with teaching as a vocation. It assumes that a teacher ranking at the high end of the scale will be able to maintain harmonious relationships with his pupils and that the relationships will be characterized by mutual affection and sympathetic understanding. It was used to measure changes in trainees' opinions of their ability to interact with students with harmony, flexibility, and mutual understanding.

APPENDIX K cont.

The Profile of Organizational Characteristics is a questionnaire consisting of 49 Likert-type items addressing eight organizational variables (see Appendix L.) Four levels of organizational behavior are identified on a continuous scale: exploitive authoritative, benevolent authoritative, consultative, and participative. It is designed to determine respondent preferences in the organizational characteristics of his school. This instrument is a modified version of the one developed by Renis Likert (1967). The wording of items was revised to remove the "business tone" and to enable educators to respond to their setting. Two items, 36 and 51, were dropped from Likert's version. It was used to measure changes in trainees' preference for the democratic organization of a school.

The Problem Behavior Analysis (Walker, 1967) is a list of 124 items which represent overt actions observed in the classroom. Ratings are obtained on 1) the frequency of occurrence of the behavior anticipated in the classroom and 2) the personal reaction (extent of feeling disturbed) to the behavior. (The checklist was devised originally to compare rater responses in the identification of emotionally disturbed children.) It was used to measure changes in trainees' estimates of the frequency of problem behavior in the classroom and the degree of discomfort caused by the behavior of problem children.

The Self-Evaluation of Competencies is the rating by participants of their abilities in the same 15 subcompetencies, on the same 7 point scale, which are the learning goals of the program (see Appendix D). It was used to measure changes in trainees' opinions of their competencies after exposure to the program.

APPENDIX L

Summary of Medians and T Values of Wilcoxon Matched-Pairs Signed-Ranks Test on Pre- and Postinternship Test Battery

Instrument	Median			T Score	Significanc
	Pre	Post	Δ		
Specialized Proficiencies for Working with Exceptional Children Questionnaire (SPQ)					
A. Knowing the Child - importance	5.62	5.77	+0.15	15	N.S.
- confidence	3.15	4.12	+0.97	0	p<.05
B. Curriculum Material and Methods					
- importance	5.36	5.83	+0.47	8	N.S.
- confidence	2.94	3.92	+0.98	0	p<.01
C. Testing and Psychoeducational Assessment					
- importance	4.61	5.34	+0.73	10	N.S.
- confidence	3.04	3.96	+0.92	0	p<.01
D. Counseling and Behavior Management					
- importance	5.26	5.84	+0.58	6	N.S.
- confidence	2.79	4.27	+1.48	0	p<.01
E. Teacher as a Professional Team Worker - importance	5.04	5.82	+0.98	5.5	N.S.
- confidence	2.91	4.05	+1.14	1	p<.02
F. Parent and Public Relations					
- importance	4.67	4.17	-0.50	3	N.S.
- confidence	3.00	3.83	+0.83	5	N.S.
G. Teacher as a Person					
- importance	6.69	6.44	-0.25	7	N.S.
- confidence	4.19	4.63	+0.44	0	p<.01
Scale: Range: 1-7 for Importance, 1-5 for Confidence.					
Teacher Practices Questionnaire (TPQ)					
A. Information Giver	2.64	2.84	+0.20	14.5	N.S.
B. Counselor	1.32	1.71	+0.39	8.5	N.S.
C. Disciplinarian	4.33	4.20	-0.13	6.5	N.S.
D. Motivator	2.20	2.15	-0.05	5	N.S.
E. Referrer	3.55	3.90	+0.35	0	p<.01
Scale: Range: 1-5; Scores inversely related to preference.					

APPENDIX L cont.

Instrument	Median Pre	Median Post	Median Diff.	T Score	Significance
Personal Orientation Inventory (POI)					
A. Time Incompetent	3.0	3.0	-	9	N.S.
B. Time Competent	20.0	19.0	-1.0	11	N.S.
C. Other Directed	31.5	18.5	-13.0	2	p=.05
D. Inner Directed	95.0	100.5	+5.5	10	N.S.
E. Self-Actualizing Value	23.0	23.0	-	8	N.S.
F. Existentiality	22.5	24.5	2.0	2.5	N.S.
G. Feeling Reactively	17.0	18.5	+1.5	8	N.S.
H. Spontaneity	14.0	14.5	+0.5	5.5	N.S.
I. Self-Regard	14.5	14.0	-0.5	8	N.S.
J. Self-Acceptance	17.0	19.5	+2.5	6.5	N.S.
K. Nature of Man, Construction	13.0	12.0	-1.0	2	N.S.
L. Synergy	8.0	8.0	-	-	N.S.
M. Acceptance of Aggression	18.5	20.0	+1.5	11	N.S.
N. Capacity for Intimate Contact	20.5	22.5	+2.0	10.5	N.S.
Fundamental Interpersonal Relations Orientation - Behavior (FIRO-B)					
A. Inclusion Expected	5.0	4.5	-0.5	5	N.S.
B. Inclusion Wanted	3.5	1.5	-2.0	6	N.S.
C. Control Expected	3.0	4.0	+1.0	5.5	N.S.
D. Control Wanted	3.5	3.5	—	9	N.S.
E. Affection Expected	4.5	3.5	-1.0	1.5	N.S.
F. Affection Wanted	6.0	5.0	-1.0	1.5	N.S.

APPENDIX L cont.

Instrument	Median			T Score	Significance
	Pre	Post	Δ		
Minnesota Teacher Attitude Inventory (MTAI)	71.5	74.0	+2.5	11.5	N.S.
Profile of Organizational Characteristics (POC)					
A. Leadership	3.18	3.14	-0.04	14	N.S.
Motivation	3.10	3.41	+0.31	10	N.S.
Communication	3.28	3.29	+0.01	17	N.S.
Interaction	3.29	3.49	+0.20	9	N.S.
Decision	3.19	3.62	+0.43	9	N.S.
Goal Setting	3.43	3.28	-0.15	17	N.S.
Supervisory	3.19	3.27	+0.08	13	N.S.
Performance	3.78	3.00	-0.78	15.5	N.S.
Scale: Range: 0-4					
Instrument A					
Part I (Abstracting Information)	5.0	4.5	-0.5	6.5	N.S.
Part II (Describing Learner)	4.5	5.0	+0.5	3	N.S.

APPENDIX L cont.

Instrument		Median Pre	Median Post	Diff.	T Score	Significance
Problem Behavior Analysis (PBA)						
A. Social Manifestations						
1. Oppositional Behavior (20 items)	F	2.01	2.88	+0.87	5	N.S.
	R	2.23	2.23	———	16	N.S.
2. Overt Aggressive Behavior (26 items)	F	1.75	2.37	+0.62	5	N.S.
	R	2.58	3.02	+0.44	11	N.S.
3. Deviations in Social Development (18 items)	F	2.14	3.20	+1.06	5	N.S.
	R	2.19	2.20	+0.01	15.5	N.S.
B. Development Manifestations						
4. Neuro-Phys-Motor (15 items)	F	1.97	2.86	+0.89	7.5	N.S.
	R	1.44	1.90	+0.46	0	p=.02
5. Signs of Restricted Functioning (18 items)	F	2.00	2.37	+0.37	10	N.S.
	R	1.53	1.47	-0.06	6	N.S.
6. Failure to Follow-through (9 items)	F	1.78	2.78	+1.00	7.5	N.S.
	R	1.89	1.78	-0.11	5	N.S.
C. Linguistic Manifestations						
7. Verbal (9 items)	F	2.11	2.39	+0.28	12	N.S.
	R	1.50	1.78	+0.28	6	N.S.
8. Self-criticism (9 items)	F	2.44	3.28	+0.78	4	p=.05
	R	1.67	1.73	+0.06	11	N.S.

Scale: 0-5 Frequency
1-5 Reaction

APPENDIX L cont.

Instrument	Median Pre	Median Post	Median Diff.	T Score	Significanc
Self-evaluation of Competencies					
General Effectiveness	6.0	7.5	+1.5	0	p=.05
* I. Psychoeducational Assessment	3.5	7.0	+3.5	0	p=.01
1.1 Profile	4.0	7.0	+3.0	0	p=.01
1.2 Planning	4.5	7.0	+2.5	1	p<.02
1.3 Consultation	5.0	8.0	+3.0	0	p=.01
II. Human Relations and Counseling	5.0	7.5	+2.5	0	p=.02
2.1 Comprehension and Communication	6.0	7.5	+1.5	0	p=.02
2.2 Interaction	6.5	8.25	+1.75	0	p=.02
2.3 Serve as Resource	6.0	8.0	+2.0	0	p=.02
*III. Curriculum Development	4.5	6.5	+2.0	0	p=.01
3.1 Organize and Manage	5.25	6.75	+1.5	0	p=.01
3.2 Form Objectives	4.5	7.0	+2.5	0	p=.01
3.3 Develop and Select Curriculum	4.75	7.0	+2.25	0	p=.01
3.4 Plan Strategies and Activities	3.5	6.75	+2.25	0	p=.01
3.5 Individualize	6.0	7.0	+1.0	1.5	p<.05
3.6 Evaluate	5.25	7.0	+2.25	0	p=.01
IV. Behavior Management	5.0	7.25	+2.25	0	p=.01
4.1 Establish Limits	5.0	7.0	+2.0	0	p=.02
4.2 Identify Conflict	5.0	8.0	+3.0	0	p=.01
4.3 Teacher Intervention	4.0	7.25	+3.25	0	p=.01
V. Systems Analysis	3.0	7.5	+4.4	0	p=.05
5.1 Concepts	5.0	7.5	+2.5	1.5	p<.02
5.2 Use	3.5	7.5	+4.0	0	p=.01
5.3 Consultation	5.0	7.25	+2.25	1	p<.05

*Subcompetencies as stated in August, 1972; Revised Statements in Appendix E.

APPENDIX M

Form Used to Evaluate Instruments Used for Assessing Intern Competence and Attitude Change

MEAN TEST EVALUATION FORM

Test Name _____ Form _____ Rater _____

Evaluation Criteria

1. Measurement Validities a. Content and Construct	0 (only in name)	2 (a few)	4 (some)	6 (fair job)	8 (best ava
b. Concurrent and Predictive	0 (none reported)	1 (very little)	2 (some)	3 (not enough)	4 (consider
2. Examinee Appropriateness a. Comprehension: content	inappropriate 0	doubtful 1	possibly appropriate 2	probably appropriat 3	
instructions	0	1	2	3	
b. Format 1. Visual principles	0 (complicated)		1 (probably good)		2
2. Quality of illustrations (print)	0 (not good)		1 (helpful)		
3. Time and pacing	0 (bad)			1 (appropriate for	
c. Recording answers	0 (complicated)		1 (standard)		2
3. Administrative Usability a. Administration 1. Test administration	0 (individual)		1 (small groups)		
2. Training of administrators	0 (psychometrist)			1 (school s	
3. Administration	0 (43 + minutes)			1 (42 minutes	
b. Scoring	0 (subjective)		1 (difficult)		
c. Interpretation 1. Norms a. Norm range	0 (restricted)			1 (broa	
b. Score interpretation	0 (uncommon, abstruse)			1 (common, s	
c. Score conversion	0 (complicated)		1 (simple)		
d. Norm groups	0 (local, outdated, or poorly sampled)			1 (national, well	
d. Score Interpreter	0 (psychometrist)			1 (school s	
e. Can Decisions Be Made	0 doubtful	1 possible	2 probable		
4. Normed Technical Excellence a. Stability	not reported or less than .70 0	.70 to .80 1	.80 to .90 2		
b. Internal Consistency	0	1	2		
c. Alternate form	0	1	2		
d. Replicability	0		1		
e. Range of Coverage	0 no information	1 floor or ceiling reached	2 adequate		
f. Scores	0 poorly graduated and uncommon		1 poorly graduated or uncommon		2 well g

Reproduced from CSE Elementary School Test Evaluations, Ralph Hoepfner, et al.

APPENDIX M

Form Used to Evaluate Instruments Used for Assessing Intern Competence and Attitude Change

Test Name _____ Form _____ Rater _____ Date _____

Evaluation Criteria — Rating (circle one number in each row)

1. Measurement Validities a. Content and Construct	0 (only in name)	2 (a few)	4 (some)	6 (fair job)	8 (best available)	10 (hit nail on the head)	M Total
b. Concurrent and Predictive	0 (none reported)	1 (very little)	2 (some)	3 (not enough)	4 (considerable)	5 (exhaustive)	Grade
2. Examinee Appropriateness a. Comprehension: content	inappropriate 0	doubtful 1	possibly appropriate 2	probably appropriate 3	exactly right 4		
instructions	0	1	2	3	4		
b. Format 1. Visual principles	0 (complicated)		1 (probably good)		2 (outstanding aids)		
2. Quality of illustrations (print)	0 (not good)		1 (helpful)		2 (excellent)		E Total
3. Time and pacing	0 (bad)			1 (appropriate for broad range)			Grade
c. Recording answers	0 (complicated)		1 (standard)		2 (especially easy)		
3. Administrative Usability a. Administration 1. Test administration	0 (individual)		1 (small groups)		2 (large groups)		
2. Training of administrators	0 (psychometrist)			1 (school staff)			
3. Administration	0 (43+ minutes)			1 (42 minutes or less)			
b. Scoring	0 (subjective)		1 (difficult)		2 (simple)		
c. Interpretation 1. Norms a. Norm range	0 (restricted)			1 (broad)			
b. Score interpretation	0 (uncommon, abstruse)			1 (common, simple)			
c. Score conversion	0 (complicated)		1 (simple)		2 (clear, tables)		
d. Norm groups	0 (local, outdated, or poorly sampled)			1 (national, well sampled)			A Total
d. Score Interpreter	0 (psychometrist)			1 (school staff)			Grade
e. Can Decisions Be Made	0 doubtful		1 possible		2 probable	3 yes – charts and graphs	
4. Normed Technical Excellence a. Stability	not reported or less than .70 0		.70 to .80 1		.80 to .90 2	.90+ 3	
b. Internal Consistency	0		1		2	3	
c. Alternate form	0		1		2	3	
d. Replicability	0				1		N Total
e. Range of Coverage	0 no information		1 floor or ceiling reached		2 adequate	3 more than adequate	Grade
f. Scores	0 poorly graduated and uncommon		1 poorly graduated or uncommon		2 well graduated and standard		

from CSE Elementary School Test Evaluations, Ralph Hoepfner, et al., p. xvi.